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ABSTRACT

Three social studies units contain self-instructional activities for junior high students to learn about exploration and early settlement, discrimination, and the concept of change. In each unit students are informed of specific objectives to be achieved and then they proceed through a series of activities designed to prepare them to accomplish the objectives. In "Exploration and Early Settlement," major objectives are for students to understand how the pattern of exploration and settlement lead to British domination of the United States, and why certain European countries were interested in exploration and settlement. Activities include crossword and acrostic puzzles with names of famous explorers, map study of significant world regions, and short-answer tests on reading content. In "Discrimination," students are assigned particular identities on the basis of traits such as sex, appearance, nationality, and income. Each day, points are taken from or given to students exhibiting certain traits. In order to earn back their lost points, students must complete assignments which require reading articles on various types of discrimination. A bibliography of 50 articles is suggested. "Change" is an interdisciplinary unit involving science experiments, art work, and home economics projects. All three units incorporate group discussion as well as independent research. (AV)

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ED137178

# EXPLORATION AND EARLY SETTELEMENT [AND] DISCRIMINATION: U.S.A. [AND] CHANGE

by

LeRoy F. Martin

SO 009 894

Leroy F. Martin

1A

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# MARSHALLTOWN COMMUNITY SCHOOLS
## SOCIAL STUDIES DEPARTMENT

## EXPLORATION AND EARLY SETTLEMENT

ED137178

| Objective | Activity | Activity Summary | Due Date | Approval Date | Grade | Approved By |
|---|---|---|---|---|---|---|
| 1 | 1 | Paragraph interp. | | | | |
| | 2 | Explorers map | | | | |
| | 3 | Explorers scramble | | | | |
| | | Explorers Crosswd. | | | | |
| | 4 | Explorers quiz | | | | |
| | 5 | Barriers map | | | | |
| | 6 | Claims map | | | | |
| | 7 | Partners & chart | | | | |
| | 8 | Contribution essay | | | | |
| | 9 | Acrostic puzzle | | | | |
| | | Acrostic outline | | | | |
| | | Acrostic discuss. | | | | |
| | 10 | Objective quiz | | | | |
| 2 | 1 | Background packet | | | | |
| | | Readings | | | | |
| | 2 | Readings | | | | |
| | | Bibliography | | | | |
| | 3 | Adv.-disadv.chart | | | | |
| | | Attack outline | | | | |
| | | Attack discuss. | | | | |
| Optional project | | | | | | |
| Unit test | | | | | | |

SE009 894

GO ON TO PAGE 2A

READ CAREFULLY BEFORE WORKING ON THIS LEARNING PACKET

By the time you complete this packet you will be able to answer the questions:

1. How did the pattern of exploration and early settlement lead to British domination of the present day United States?

2. Why were European countries (especially Britain, France and Spain) interested in exploration and settlement?

As you work your way through the packet be sure you read the objectives and activities very carefully. I have written directions into both and you will have many would-be questions answered by reading.

If you come across an activity that you know the answer to, bring it to me and tell me the answer. If you are correct, I will initial it and you can go on to the next activity.

One of my pet requirements is neatness. Be certain that all of your work is neat. Anything to be turned in to me is to be done in ink (black, blue-black or blue--do not use red, green or any other color), and on wide-line paper.

Unless I specifically assign you to activity #100 on page 3, you are to stop reading here and go on to page 4.

If I assign activity #100 to you, you are to arrange an individual conference with me today or tomorrow before going any farther.

CONFERENCE DATE_____ DAY_____ TIME_____

ACTIVITY #100: Your work for this unit on Early Exploration and Settlement is to be independent study. This means that you are to use your own resourcefulness to study about the topic. Your only requirements are:

1. Keep me informed of your progress. This can be done through both formal and informal conferences a couple of times a cycle.
2. Keep a time chart of your work.
3. Take part in all small group discussions, unless I inform you otherwise.
4. Pass the final test with at least 80% accuracy.
5. Fill out a self-evaluation form that I will give you upon completion of the unit.

(HINT--A good place to begin your study would be to familiarize yourself with everything in this packet.)

BE SURE AND CONTACT ME

ANYTIME YOU HAVE

A QUESTION

OR

PROBLEM

## OBJECTIVE #1

With a prepared outline, in small group discussion, you must unanimously agree or disagree with the statement(s) hidden in the acrostic puzzle in Activity #8.

After you complete the acrostic and are aware of the statement(s) consider the following in support of your opinion:

1. Reasons for Spanish, French and British exploration and settlement.
2. Successes and failures.
3. Barriers or the lack of barriers.
4. Examples to support your opinion.

(HINT--Put enough detail in your outline so that it will be an effective tool for you during your discussion.)

GO ON TO PAGE 5A

ACTIVITY #1: This activity tests your ability to identify the central issue in a paragraph, evaluate whether data used is adequate to support a given conclusion, and to form a hypothesis based on the given data. Read carefully the paragraphs listed below and answer the questions that follow. If you have difficulty answering the questions, arrange a conference with me, or ask any member of the Social Studies staff to work with you.

----------EXPLORATION AND SETTLEMENT--WHY?----------

While Spanish explorers generally are thought to have been adventurers for "God, gold and glory," gold appears to be the key reason for Spanish explorations. In 1519, Hernando Cortes and Francisco Pizarro found tremendous wealth (gold) in Mexico and Peru. Tales spread that there were even wealthier regions to the north. However, around 1540, Hernando DeSoto exploring the southeastern part of the United States and Francisco Coronado exploring the southwestern part of the United States failed to find the yellow metal. As a result, Spanish attention was turned toward Latin America. Her colony of St. Augustine, Florida (1535) became primarily a buffer station against the British rather than a jumping off point for gold hunting expeditions.

Although late in entering the race for exploration, by the 1530's, France was sending expeditions to the New World. Like the Spaniards, the French, too, were interested in wealth. However, these adventurers were seeking their fortunes in furs rather than gold. Without mountain barriers, and with an abundance of river highways available, Frenchmen were able to gain riches throughout the St. Lawrence, Ohio and Mississippi River valleys. Because of the nature of the life involved in fur trapping, French settlements were few and far between.

In the meantime, British settlers were coming to the New World and building homes along the eastern seaboard of the United States. Unlike the Spanish or French, the Englishmen intended to stay in their new homes and build a new life. Stopped temporarily by the Appalachian Mountains, the British population concentrated along the coast, and towns and cities began to grow.

_____

_____ 1. Which of the following appears to be the major theme of these paragraphs? (A) The explorers from Spain and France were interested in wealth. (B) The pattern of settlement and colonial claims was being set chiefly by the interest of the three groups discussed. (C) The British settlers were interested in building homes. (D) None of these answers are correct.

CONTINUED ON THE NEXT PAGE

2. Place an X in front of each statement that can be proven true by the paragraphs, an O in front of each statement that can be proven false by the paragraphs, an I in front of each statement that can logically be inferred from the paragraphs, and a N in front of each statement that can be neither proven true or false nor inferred by the paragraphs.

_____ A. There was no gold in southern United States.

_____ B. Spanish explorers did not explore the Oregon coast.

_____ C. Latin America became more important to Spain than did the United States.

_____ D. France explored in the New World before Spain began her explorations.

_____ E. French desire for wealth was based on gold.

_____ F. The French established few large cities in the interior of North America.

_____ G. English settlers were interested in building homes.

_____ H. A mountain range was more of a barrier to the British than to the Spanish or French.

_____ I. There was fighting between Spain and Britain.

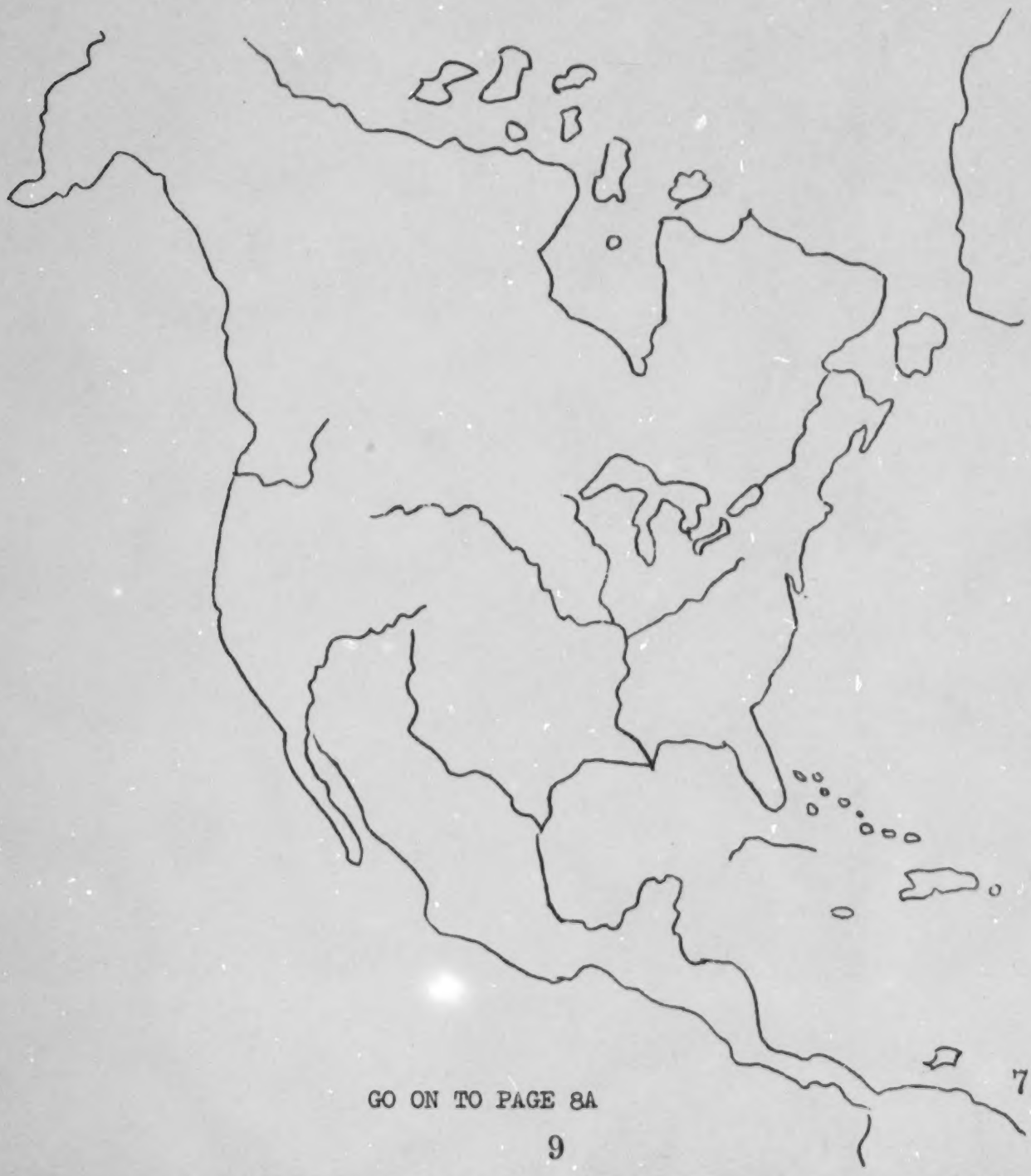
3. On the lower part of this sheet, write a hypothesis dealing with the pattern of exploration and settlement of the New World by the Spanish, French and British.

(HINT--Look up the work hypothesis and tell me the definition before you begin.)

GO ON TO PAGE 7A

ACTIVITY #2: Your second activity is rather simple, however, you can goof it up if you are not neat. Using any American History text as your source, locate the following explorers on the map below:

1. Christopher Columbus
2. Hernando Cortes
3. Francisco Pizarro
4. Ponce de Leon
5. Francisco Coronado
6. Hernando DeSoto
7. John Cabot
8. Henry Hudson
9. Jacques Cartier
10. Samuel de Champlain
11. Jacques Marquette and Louis Joliet
12. Robert LaSalle



7

GO ON TO PAGE 8A

DIRECTIONS: Choose either Activity #3A on page 8A or Activity #3B on page 9A. You do not have to do both, however, you may do both for extra credit.

ACTIVITY #3A: This activity is a scramble puzzle. The answers to the questions can be found in the puzzle. After you have answered each question find that name in the puzzle and draw a line around it. The names may be printed forward, backward, up, down or at an angle. Any American History text book can be used as a reference. List the references used here. Include page numbers.

_____

_____

----------EXPLORERS SCRAMBLE----------

1. Name the Spaniard who found gold in Mexico. _____
2. Name the Spaniard who found gold in Peru. _____
3. Name the Spaniard who failed to find gold in southeastern United States. _____
4. Name the Spaniard who failed to find gold in southwestern United States. _____
5. Name the British explorer who claimed the eastern coast of the United States for Britain._____
6. Name the Frenchman who claimed the St. Lawrence River valley in the name of France. _____
7. Name the French explorer who claimed the Mississippi River Basin for France. _____

S E T R O C N B C F U O C S L G H E T
C B O E S N M L R I H O D A A S A D P
D R C B L U T W X P R P L R S H I L U
E D F G H I J K L O V M Z A A A D R T
S H B T U O P S K C N Y T Q L B U O B
O D X B M P T A W I G F C V L A B R N
T Z C U O L D W E R T Y U I E A X M J
O A S D F O G H J K L F Z X C E T D E
P A P I Z A R R O O P C R E I T R A C
C H A M P L A A I I N S D C A R Y I R
C O L U M B S S F G U T C V B E M L P

GO ON TO PAGE 10 A

ACTIVITY #3B: This activity is a crossword puzzle. Clues provide the answers for the puzzle. Read each clue, then print the correct answer in the appropriate squares in the puzzle. Any American History text book can be used as your source. List the references used here. Include page numbers.

_____

_____

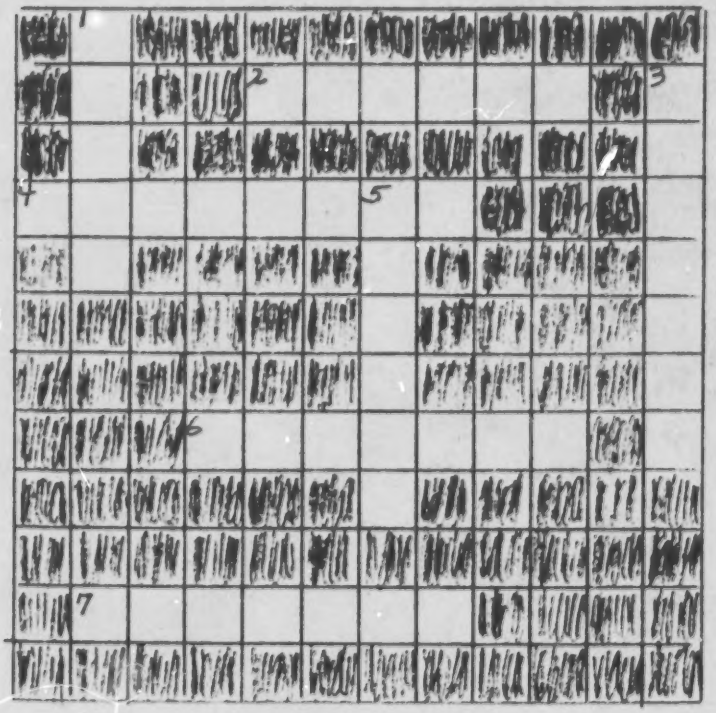
----------EXPLORER CROSSWORD----------

Across:

2. A Spaniard who found gold in Mexico City.
4. A Spaniard who failed to find gold in southwestern United States.
6. A Frenchman who claimed the St. Lawrence River valley for France.
7. A Spaniard who found gold in Peru.

Down:

1. This man claimed the eastern coast of the United States for Britain.
3. A Frenchman who claimed the Mississippi River Basin for France.
5. A Spaniard who failed to find gold in southeastern United States.





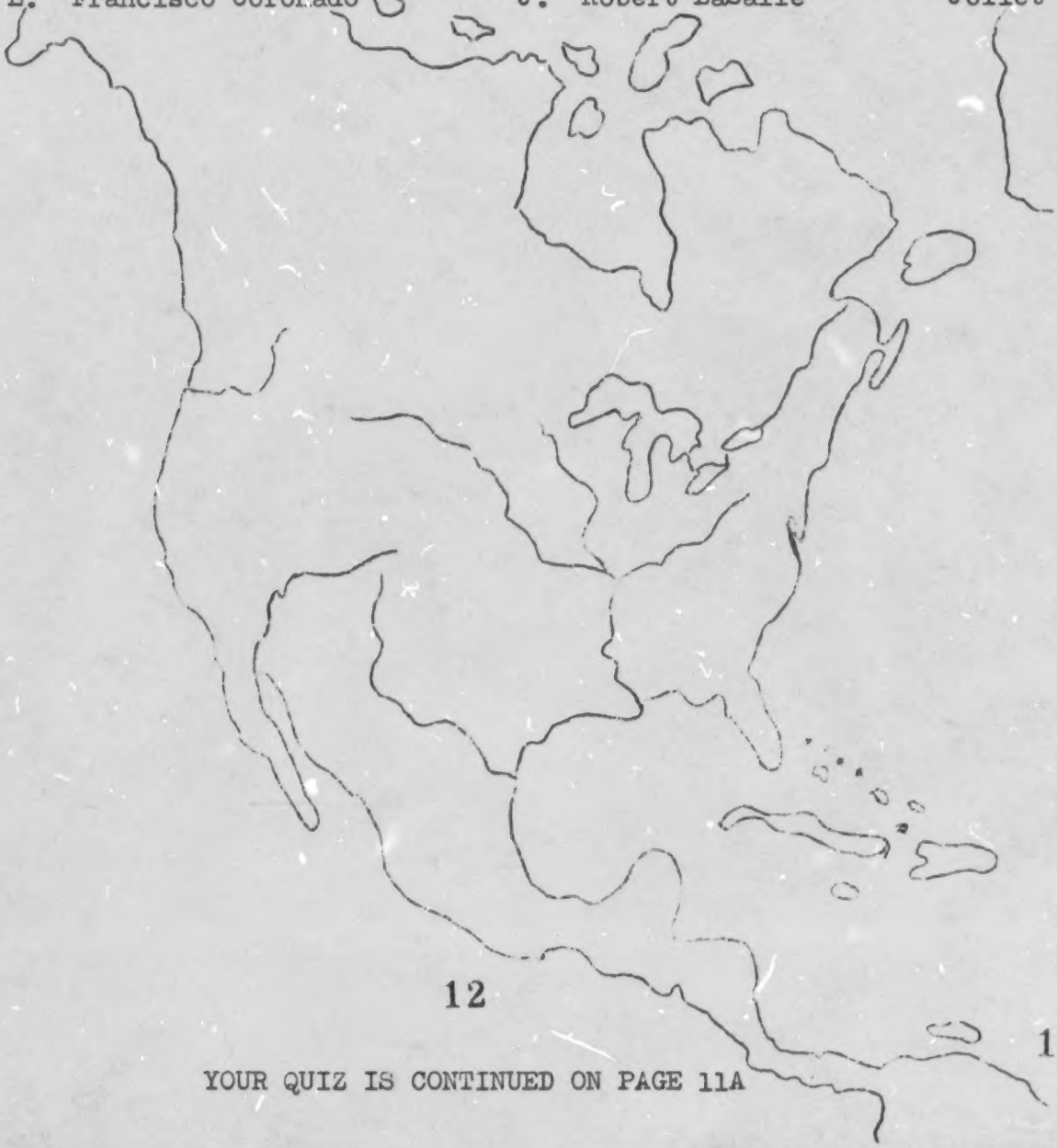
GO ON TO PAGE 10A

ACTIVITY #4: For this activity you are to take a self quiz. You are on your honor not to cheat,_____. Study the test questions below until you are certain you can answer them. When you are ready, find a quiet place and take the test without interruption. REMEMBER, YOU ARE ON YOUR HONOR NOT TO CHEAT! IF YOU CANNOT REMEMBER AN ANSWER DO NOT LOOK IT UP! When you finish the quiz, bring it to me and I will check it for you.

----------QUIZ--EXPLORATION----------

1. Draw the routes of the following explorers on the map below. Make your own key.

A. Hernando Cortes
B. Francisco Pizarro
C. Ponce de Leon
D. Hernando DeSoto
E. Francisco Coronado
F. John Cabot
G. Jacques Cartier
H. Samuel de Champlain
I. Jacques Marquette & Louis Joliet
J. Robert LaSalle





YOUR QUIZ IS CONTINUED ON PAGE 11A

2. Which of the expeditions that you placed on the map would you prefer to have been a member?_____ Why? Give details for your reason.

GO ON TO PAGE 12A

ACTIVITY #5: In this activity you are to become familiar with the barriers or lack of barriers in the Western Hemisphere (particularly North America) that might have hindered or aided the pattern of exploration and settlement that took place. Use the Comparative World Atlas or the wall map of North America as your source, and on the map below draw in anything that you feel worked to the advantage or disadvantage of the explorers. Be able to explain the advantages and disadvantages to me orally.

(HINT--Mountains, deserts and waterways are examples. It might be easier to make your point if you use colored pencils.)

GO ON TO PAGE 13A

ACTIVITY #6: This activity also deals with maps. Here you are to color maps 1 and 2 below showing the areas claimed by Britain, France and Spain in 1700 and after the French and Indian War in 1763. On map 3 color the Indian claims at the time the Europeans arrived in the New World. Your source for the maps will vary, however, any American History text book should be a good place to begin your search.

#1

#2

#3

15



GO ON TO PAGE 14A

ACTIVITY #7: During your lab class you will pair off with a classmate and in one minute you are to tell as many ways as you can how the American culture has been influenced by cultures other than British. After you and your partner have each had your one minute say, you will change partners (8 or 10 times during the period) and repeat the exercise. After approximately 20 minutes of this you are to then work independently preparing a chart of the contributions of various cultures.

With your chart as your reference, you are to take part in a 20 minute small group discussion giving your opinion as to the importance of these contributions. Upon completion of the discussion you are to fill out the self-evaluation form below, then arrange an individual conference with me to discuss your self-evaluation. Bring your chart to our conference.

----------SELF-EVALUATION----------

If 1 equals the best you could do and 5 represents the poorest, circle the number that best represents your performance.

1. Quality of contribution during the one-on-one phase. 1 2 3 4 5

2. Quality of chart (content) prepared for the discussion. 1 2 3 4 5

3. Neatness of chart prepared for the discussion. 1 2 3 4 5

4. Quantity of contribution during small group discussion. 1 2 3 4 5

5. Quality of contribution during small group discussion. (Good points, challenging points, clarification.) 1 2 3 4 5

6. Small group manners. (Attentive listener, no interruptions, respect for the opinions of others.) 1 2 3 4 5

One-on-one grade_____

Chart grade_____

Discussion grade_____

Overall grade_____



GO ON TO PAGE 15A

ACTIVITY #8: Use the Indian and colonial claims maps from Activity #6 on page 13A, the information from Activity #1 on pages 5A and 6A, and the information from Activity #7 on page 14A as your references for this activity. Then, on the remainder of this page, write a 200 word (one page) essay drawing as many conclusions as you can about the settlement and culture of the United States. USE BLACK, BLUE-BLACK OR BLUE INK.

17

GO ON TO PAGE 16A

ACTIVITY #9: This activity is called an acrostic. Your discussion statement(s) is hidden in the correct answer. To complete the activity you must answer all of the questions, then transfer the letters to the puzzle on page 18A. After you complete the puzzle go back to page 4 and re-read objective #1.

----------EXPLORATION--ACROSTIC----------

Use any American History text book as your reference. Each question is followed by a series of blanks with numbers under each blank. Place only one letter on each blank. After you have answered all of the question, place the letter on the puzzle at the number or numbers that appear under each letter in the answers to the questions. Be sure you spell correctly. Do not use blanks with Xs.

1. The man from Portugal who started explorations south along the west coast of Africa in 1419.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 114 | X | 65<br>150 | 25<br>156 | X | 118<br>140 | 75 | 91 | 71<br>135 | X | 86 |

2. The Portugese sailor who first sailed around Africa and reached India.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 125 | 5 | 104 | 157 | 70 | 92 | 95 | X | 19 | 33 | 24 |

3. The Portugese sailor who discovered Brazil.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 97<br>3 | 84 | 147 | 72 | 142 | 124 | 55 | 141 | 67 | 127 |

4. The man sailing for Spain who rediscovered America in 1492.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| X | 2 | 134 | 128<br>112<br>69 | 60 | 39<br>1<br>96 | 136 | 15 | 139<br>61 | 158<br>79 | 78 |
| | | | X | 54 | 153 | 87 | 64 | X | 154 | 113 |

5. The Spaniard credited with the first around the world voyage.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| X | 115 | X | 126<br>8 | 144 | 149 | 99 | 151<br>10<br>88 |

6. The Spaniard who found gold in Mexico.

| | | | | | |
|---|---|---|---|---|---|
| X | 133 | 18 | 117<br>6<br>58 | 122<br>28 | 159 |



18 GO ON TO THE NEXT PAGE

7. The Spaniard who found gold in Peru.

77 89 X 85 9 102 22

8. The Spaniard who explored southeastern United States around 1540.

52 81 27 46 94 63
103 29
74

9. The Spaniard who explored southwestern United States around 1540.

X 108 47 11 42 101 49 17
82
120

10. The man who claimed the eastern coast of the United States for Britain in 1497-1498.

X 148 X 37 145
30
90

11. The Franchman who discovered the St. Lawrence River in the 1530s.

X X 119 107 59 76 56
23
83

12. The Frenchman who is mainly responsible for the beginning of French colonization in Canada.

X 111 X X X 131 X 57 35
40 23
66

13. Three French explorers in the Mississippi River valley.

X X X X 143 34 7 68 43
146 41 36 53 51
129 116

X 137 48 21 13 130
110
138

THE THIRD NAME IS ON THE NEXT PAGE

50 X 100 X 106 31 132

14. The 3 Gs of Spanish exploration were

X X 26 X X 16 62 AND X X X X X

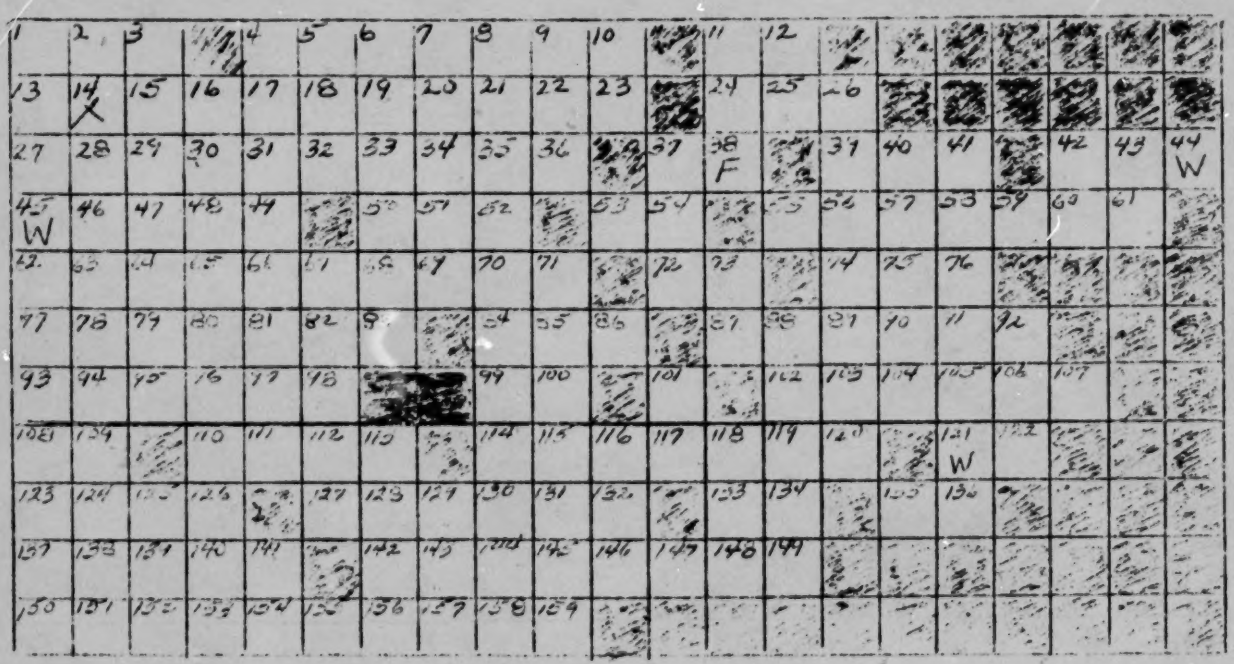
15. Most Frenchmen were after _____ as a source of wealth.

109 105 X 98
73 93
12

16. Most Englishmen came to the New World to establish _____.

123 X X 155 80

Transfer the letters from the answers to the questions to the puzzle below.



Write the sentences in the space below.

ACTIVITY #10: It is time for a test. There are 2 variations of the test posted in the resource center and in the library. Study them until you can answer all of the questions and you will be able to breeze through the test covering Activities 1-9. Write down any questions that you have over the packet through Activity #9 and we will discuss them during a lab session review prior to the test.

GO ON TO PAGE 20A

## OBJECTIVE #2

This objective gives you the opportunity to examine some values and express your opinions on them.

During the period that we refer to as exploration, Britain and Spain both spent large amounts of money to finance exploration and settlement of the New World. Today, the United States and the Soviet Union are spending large amounts to finance space exploration.

Your mission is, with a prepared outline, in small group discussion, attack or defend the spendings at both times in history. Consider the following as you gather support for your position:

1. All of the nations involved have many poor. Should the money be spent to help the poor at home, or was (is) the exploration worth the price?

2. Examples to prove your position.



GO ON TO ACTIVITY 1 ON PAGE 21A

ACTIVITY #1: Study your last learning packet, American History Background. When you are ready come to me and I will ask you some questions about the forces and developments that caused Europe to search for and settle the New World.

I
f
y
o
u
a
n
s
w
e
r
t
h
e
m use any American History text or encyclopedia and read about the following:

1. The Reformation
2. Religious persecution
3. European wars
4. Industrial development
5. Mercantilism
6. Hard time in Europe
7. Colonialism
8. Political persecution
9. Poverty in Europe
10. Taxes in Europe

List your references here....Title and page numbers.

_____

_____

_____

_____

_____

_____

GO ON TO PAGE 22A

ACTIVITY #2: I have listed a number of references that can be used to give you background material for your opinion on Objective #2. Before you make a decision, read a few of the articles listed. Once you have started forming your opinion, prepare your outline to prove that you are right and that the other side is wrong. Use wide line paper and ink (black, blue-black or blue) for your outline.

1. U.S. News and World Report, "An Uncertain Future for Space Explorers", January 10, 1972, pp.68-69.

2. U.S. News and World Report, "Space Shuttle--Shot in Arm for A Struggling Industry", January 17, 1972, p. 35.

3. U.S. News and World Report, "Underway - Battle for Billions to Build U.S. Space Shuttle", May 10, 1971, p. 69.

4. Use the Reader's Guide to Periodic Literature to find and read at least four more sources that will help you. List them here.

   A. _____

   _____

   B. _____

   _____

   C. _____

   _____

   D. _____

   _____

GO ON TO PAGE 23A

ACTIVITY #3: Prepare a chart on the page below showing the advantages and disadvantages of exploration at both times in history. Activities 1 and 2 should be used as references.

NOW GO BACK TO PAGE 20A AND

COMPLETE OBJECTIVE #2

GO ON TO PAGE 24A

## OPTIONAL PROJECTS

1. Prepare a map (use tag board) of the major explorers of the New World. Use the activities in this unit or any American History text book as your reference.

2. Prepare a raised relief map of North America showing the physical features of the continent. A recipe needed for making the map features is posted in the Social Studies Resource Center and the library.

3. Pretend you are a member of any exploration expedition. Keep a diary of at least 30 entries describing your adventure. (HINT--Read several accounts of the expedition before beginning to write.)

4. Arrange an individual conference with me. We will evaluate the packet itself, and your personal success with it.

5. Prepare a game on the facts learned in this unit. You can use jeopardy, buzz for points, clue, concentration, flash cards, or any other game you can think of.

6. Prepare a chart of the major explorers. Include names, dates, areas of exploration, and importance of the expedition. Your unit activities, any American History text book or encyclopedia can be used as a reference.

7. Work with a partner on this one. One of you be a famous explorer, the other a newspaper reporter. Hold an interview. Tape it. (HINT--Study about the man and rehearse before making the tape.)

8. Enter and take part in the Explorer Chess Tournament, to be held before and after school the week of _____.

9. Show me that you can match all of the explorers with the areas they explored on the electric game board in the resource center.

10. Read and discuss with me any of the books on the library list for this unit.

11. Additional suggestions.
    - A. Models
    - B. Art
    - C. Food
    - D. Clothing
    - E. Perhaps you can prepare something that can be used in your Spanish class.

12. If you have anything in mind that is not listed talk to me and we can make special arrangements for your project.

GO ON TO PAGE 25A

PACKET EVALUATION

This packet contains too much_____ about right____ map work. too little_____

The best thing about the map work is

The poorest thing about the map work is

The map work could be improved by

This packet contains too much_____ about right____ worksheet work. too little_____

The best thing about worksheets is

The poorest thing about worksheets is

The worksheets could be improved by

This packet contains too many_____ about right____ questions that require thought. too few_____

The best thing about thought questions is

The poorest thing about thought questions is

The thought questions could be improved by

This packet contains too much_____ about right____ teacher explanation. too little_____

The best thing about teacher explanation is

The poorest thing about teacher explanation is

The teacher explanation could be improved by

CONTINUED ON THE NEXT PAGE

This packet contains too much_____ about right____ too little_____ small group discussion.

The best thing about small group discussion is

The poorest thing about small group discussion is

The small group discussion could be improved by

There was____ was not____ some busy work (work that was not really needed to learn the objectives) in this packet.

I consider the following busy work.

This packet did____ did not____ do what it was supposed to.

Why or why not?

Please make any suggestions that will improve future packets.

MARSHALLTOWN COMMUNITY SCHOOLS

SOCIAL STUDIES DEPARTMENT
JUNIOR HIGH SCHOOLS

AMERICAN HISTORY BACKGROUND

STUDENT'S NAME

SMALL GROUP TEACHER'S NAME

| OBJECTIVE | ACTIVITY | DUE DATE | APPROVAL DATE | GRADE | APPROVED BY |
|---|---|---|---|---|---|
| # 1 - Essay on forces and developments in Europe that led to exploration | #1 Independent Study | | | | |
| | #2 Sentences on Dark Ages | | | | |
| | #3 Paragraph on Feudalism | | | | |
| | #4 Definition of Crusades | | | | |
| | #5 Questions on Crusades | | | | |
| | #6 Map on Trade Routes | | | | |
| | #7 Sentence on Trade Routes | | | | |
| | #8 Definition of Nationalism | | | | |
| | #9 Questions on Nationalism | | | | |
| | #10 Chart on Inventions | | | | |
| | #11 | | | | |
| | c | | | | |
| | h | | | | |
| | o | | | | |
| | i | | | | |
| | c | | | | |
| | e | | | | |
| | #23 | | | | |
| | #24 Programed Kit | | | | |
| | Quiz | | | | |
| #2 Discussion on the importance of the forces and developments in Europe that led to exploration | #23 Essay | | | | |

In addition to the grades that you received from me, you are to give yourself a grade for the unit. This is a self evaluation grade. Think about the 2 objectives and determine how well you have them organized in your mind and how much you learned, then grade yourself accordingly.

29 SELF - EVALUATION GRADE_____ 1

BEGIN HERE!

It is very important that you read carefully as you work your way through this learning packet. I have written directions into the objectives and activities. In addition you will find tidbits of information throughout the packet. Some activities are required; others are choice activities --- In some cases you can choose the activity or activities that you want to work on; in some cases I will assign the activities that you will work on.

* * * * * * * * * * * REMEMBER - READ CAREFULLY * * * * * * * * * * * * * * * * *

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There are both legends and facts that support evidence that the Americas were discovered long before Christopher Columbus' voyage in 1492. ( If you are interested in these tales of prior discoveries listen to the tape America is Discovered). In spite of these early discoveries, America was not settled at this time. The discoveries were not followed up. Why? Why did settlement wait until after Columbus rediscovered the New World? The answer is obvious. Europe was not ready to explore and expand. Your job is to find out why Europeans were ready by 1500 and not before, and compare the reasons with the reasons for space exploration today. To discover the answer you will be required to complete 2 objectives and a number of activities. You may already know the answers for some of the activities. I hope so ! If you do, bring your packet to me and tell me the answer. If you are correct, I'll initial that activity and you can go on to the next step. Work on this packet one step at a time because the acgivities are set up to guide you through a learning experience that will enable you to successfully complete this packet.

Objective # 1: Due Date _____ Grade _____ This objective is designed to test your ability to collect facts, interpret them, mentally organize them, and then write an essay of not less than 200 words ( 1 page) nor more than 600 words (3 pages) on the following question.

> "How were the forces and developments in Europe which led to exploration of the New World similar to or different from the forces leading to the exploration of space in the 20th century?"

| Then | Now |
|---|---|
| Crusades | Cold War |
| Nationalism | Nationalism |
| Inventions | Inventions |
| Economy | Economy |

Your completed activities will be your source for the essay.

Since you are reading this sentence I assume that you have read everything in the packet so far. If you have not, go back and do so now; if you have. Read on! Unless I specifically assign activity # 1 you are not to do it. Instead you are to do activities 2, 3, 4, 5, 6, 7, 8, 9, 10, 24, and 25. In addition you are to choose one or more of activities 11,12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, and/or 23.

Activity # 1 - Due Date _____ for this activity you are to use independent study to complete the objective. This means you are to find your own sources that you will need to write the essay. Keep me advised of your progress and contact me if you need help. These individual conferences can be held as often as you wish and at any time and place.



Approval Date _____

 Approved By _____

Activity # 2 - Due Date _____ For a period of almost 600 years (500-1100) Europe was in the depths of an era known as the Dark Ages. Listén to the tape, The Crusades and Their Influence, then write 2 or 3 sentences describing Europe during the Dark Ages.

Approval Date _____ Approved by _____

Activity # 3 - Due Date _____ During the Dark Ages the social order in Europe was feudalism. Before going into the reasons for the end of the Dark Ages, tell me in a 100 word paragraph (½page) what the feudal system was, how it worked, and why it worked successfully in Europe at this time. Either the tape, The Crusades and Their Influence or the paper by the same title will be your best source.

Approval Date _____ Approved by _____

Activity # 4 - Due Date _____ One of the major events that was of extreme importance in bringing the Dark Ages to an end was the Crusades. I am sure you have heard of them during your earlier school years. Search your memory and see if you can remember. If you can't, use the tape or paper, The Crusades and Their Influence as your source and write a definition for the Crusades.

Approval Date _____ Approved By _____

Activity # 5 - Due Date _____ Because of their influence it is important that you know something about the Crusades. Again you should use the tape or paper , The Crusades and Their Influence to answer the 4 questions listed here. Another source is the Crusader's Letter.

1. Why did the Pope call for the Crusades?_____

_____

2. In what area of the world did the Crusades take place?

_____

3. What did the Crusaders find during their long marches and battles?

_____

_____

4. What did these finds cause the Europeans to want?

_____

Approval Date _____ Approved By _____

Activity # 6 - Due Date _____ Now that you know the Crusades caused a desire for goods from the Far East, tell me how the goodies reached Europe. Check any American History text book in the Social Studies Resource Center. Most of them will have a map that shows the 3 major trade routes between Europe and the Far East. List your source by author and title here_____

_____

Now use your source and draw the 3 major trade routes on the map below.

Approval Date _____ Approved By_____

Activity # 7 - Due Date _____ Use the tape or paper, The Crusade and Their Influence again. Were the three Far Eastern trade routes satisfactory to Europeans? _____ Why or why not? _____

_____

_____

_____

Approval Date _____ Approved By _____

Activity # 8 - Due Date _____ You are doing fine so far! Now that you are familiar with and understand the importance of the Crusades, and are aware of shortcomings of the trade routes, go on to another definition - Nationalism. Use any dictionary to look up the definition and write it here.

_____

_____

Approval Date _____ Approved By _____

Activity # 9 - Due Date _____ The definition of nationalism was easy. Let's go a little farther. Listen to the tape, Nationalism in Europe. or read the paper by the same title and answer the following questions.

1. Why did the Far Eastern trade routes affect nationalism?

_____

_____

2. Why did cities develop in European countries? _____

_____

3. How did the development of cities cause a rise in nationalism? _____

_____

_____

4. Why did European countries want to trade? _____

_____

Approval Date _____ Approved By _____

Activity # 10 - Due Date _____ From what you have learned so far it should be obvious to you that Europeans had a strong desire for goods from the Far East. It should be just as obvious that there was a desire to break the Italian monopoly on the trade routes. Thoughts were of an all water route to the Far East. However before men were willing to put out upon an unknown sea, several inventions were developed that spread the word of travel, improved sailing and bolstered man's courage. It is these inventions with which you are concerned now. Using the tape or paper, Inventions, as your source, complete the following chart.

| Invention | Use | Importance |
|---|---|---|
| Compass | | |
| Astrolabe | | |
| Backboom | | |
| Gunpowder | | |
| Printing By Movable Type | | |

Approval Date _____ Approved By _____

Remember - Activities 11-23 are choice activities. Choose one or more and do them.

Activity # 11 - Due Date You did so well on the objectives so far, how about trying an optional objective. A number of times during the past two years you answered a crossword puzzle as one of your objectives. Now it's your turn to find out what I went through preparing them. With any of the materials of this unit available as sources, prepare a crossword puzzle using the following:

| | | | |
|---|---|---|---|
| Dark Ages | Nationalism | Astrolabe | Printing by Movable Type |
| Feudalism | Renaissance | Gunpowder | Spices |
| Crusades | Compass | Backboom | Serf |

Approval Date _____ Approved By _____

Activity # 12 - Due Date _____ Now that you have gone through one of the steps that I go through in preparing materials, let's try it again. By this time you are familiar with the scramble sheets that we have used in Social Studies. You prepare on using the same terms that you used in activity # 11. All materials of the unit should be utilized as sources.

Approval Date _____ Approved By _____

Activity # 13 - Due Date _____ Read Acanco World Magazine, "Swords for God: The Story of the Crusades" and write a short summary of the story.

Approval Date _____ Approved By_____

Activity # 14 - Due Date _____ Read This Is America's Story, pp. 17-27, and write a short summary of the reading.

Approval Date _____ Approved By_____ 7

Activity # 15 - Due Date _____ Read about the topics listed in activity # 11 in any encyclopedia. When you have done so tell me and I will initial this activity.

Approval Date _____ Approved By_____

Activity # 16 - Due Date _____ Find your own source and draw a blue print of a feudal manor. Do this on a blank piece of 8½" x 11" paper.

Approval Date _____ Approved By_____

Activity # 17 - Due Date _____ This objective may or may not be for you. If you have as little artistic ability as I have, forget it! If, however, you are fortunate enough to have some talent in this area, draw or paint a picture that is appropriate to the period studied in this unit. You may use any of the unit materials as your source.

Approval Date_____ Approved By_____

Activity # 18 - Due Date _____ Prepare a series of cartoons that explain how the forces and developments in Europe led to the discovery of the New World.

Approval Date_____ Approved By_____

Activity # 19 - Due Date _____ If activities 16, 17, 18 didn't turn you on perhaps you'll find this one more to your liking. You will have to make use of a time machine and travel back to the time of the Crusades. Once there, as a newspaper reporter, interview a returning Crusader. Find out what the Crusade was like, what the Crusader liked or disliked about his experience, whether he considered the expedition a success or failure, and whether he believes there will be any benefits from the Crusades. All unit materials are available as your source.

Approval Date_____ Approved By_____

Activity # 20 - Due Date_____ View both of the filmstrips and list 4 or 5 major points of each on a separate sheet of paper.

A 381 - 10 Feudalism
A 381 - 9 The Migrations of Medieval Peoples.

Activity # 21 - Due Date _____ View any or all of the movies listed and list 4 or 5 main points for each on a separate sheet of paper.

938-F Medieval Crusades - 27 minutes.
344-F Medieval World - 10 minutes.
2404-F Medieval Times: The Crusades - 13 minutes.
2405-F Medieval Times: Guilds and Trade - 13 minutes.
2372-F Medieval Manor - 22 minutes
875-F Marco Polo's Travels - 19 minutes

Approval Date_____ Approved By_____

Activity # 22 - Due Date_____ Find and read any book from our library that you feel is related to this unit. List the title and author.

Title_____ Author_____

Approval Date_____ Approved By_____

Activity # 23 - Due Date_____Are you still with me? If so, you have almost reached the end. On this activity you are to work in groups. Organize a committee of not fewer than three nor more than four to prepare a talk and demonstration on the science of navigation. Explain latitude and longitude and tell why a globe is the only true map. Also tell what a Mercator projection is and describe its advantages and disadvantages. Then explain how the compass, astrolabe and backboom aided navigation. In addition to all available materials in this unit, make use of geography books in the Social Studies Resource Center.

Approval Date_____ Approved By_____

Activity # 24 - Due Date_____ So far you have been gathering and storing facts in your memory bank. Because these facts are important in helping you form opinions about the forces and developments that lead to European exploration, you are to take a quiz over Activities 1-9. However, before taking the quiz, fill out the Review-assessment below without using references. If you do well on the assessment, apply to take the quiz. If you do poorly on the assessment, ask me for a programed learning kit. Study the kit, then apply to take the quiz.

Review - Assessment: American History Background

Write 1 or 2 sentences that adequately define the following terms:

1. Dark Ages_____
2. Fuedalism _____
3. Crusades_____
4. Nationalism _____
5. Renaissance_____
6. Compass_____
7. Astrolabe_____
8. Backboom of a ship_____
9. Gunpowder _____
10. Printing by movable type_____
11. What was the fuedal system?_____

    How did it work?_____

    Why did it work in Europe? _____
12. How did the Crusades influence exploration?_____

    _____
13. List 3 reasons why the major trade routes between Europe and the Far East were inadequate?

_____ _____ _____9

14. How did the development of nationalism aid exploration?_____

_____

15. Tell how each of the following inventions aided exploration.

Compass_____

Astrolabe _____

Backboom _____

Gunpowder _____

Printing by movable type _____

Programed Kit
Approval Date _____ Approved By_____

Quiz Grade _____
Approval Date_____ Approved By_____

Activity # 25 - Due Date _____ Now that you have many facts neatly filed in you MB (memory bank) it is time to make use of them and write your 200 word essay about the question listed in Objective #1 - "How were the forces and developments in Europe which led to exploration of the New World similar to or different from the forces leading to the exploration of space in the 20th century? Starting points should include:

| Then | Now |
|---|---|
| Crusades | Cold War |
| Nationalism | Nationalism |
| Inventions | Inventions |
| Economy | Economy |

Use all of the sources in Activities 1-9 and add the paper, Man's March to the Moon.

Essay Grade_____
Approval Date _____ Approved By_____

Objective # 2: Due Date_____ Grade_____

If you did a good job on your work so far, Objective #2 should be a snap. Again you are to use all of the sources that you have used so far in this packet. Add to them newspaper and magazine articles about space exploration. This time you will have to demonstrate your speaking ability in small group. But to do so will require a trip through time, so crank up the ole time machine and go back to 1490 .....Are you there?.....Good! Here is the situation. You are dedicated to the exploration of the unknown seas. Convince me that I should support exploration also. Include in your arguments the forces and developments that you have learned about in this packet. Ready?..... Go!

Hold it! I'm convinced.

You're crazy! I don't want my taxes spent for exploration.

Before we leave I would like to ask a question --which force or development do you think is the most important in further exploration? Why?

O.K.! Everyone back in the time machine. Let's head for home. On the trip home I'd like you to answer my last question in connection with space exploration in the 20th century. "What force or development is the most important in furthering space exploration? Why?

T H A T ' S  A L L

PROGRAMED LEARNING KIT AMERICAN HISTORY BACKGROUND

____1. Which statement best describes Europe during the Dark Ages? (1) Europe was stagnant --TURN TO PAGE 2 (2) European towns and cities grew rapidly --TURN TO PAGE 3 (3) Countries of Europe were at war with each other most of the time--TURN TO PAGE 4 (4) There was an increasing development of nationalism throughout Europe -- TURN TO PAGE 5.

ANSWER FOR QUESTION #2 (1): If you selected this answer, go back to the memory bank. The series of religious wars to drive the Moslems from the Holyland were called Crusades. Fuedalism was the social order that was used throughout Europe during the Dark Ages. Go back to question number 2 on page 2 and answer it again.

ANSWER TO QUESTION #3 (1): You goofed on this one! A feeling of loyalty to one's country is nationalism; not the Crusades. The Crusades were a series of religious wars to free the Holyland from the Turks. Go back to question 3 on page 7 and take another shot at the answer.

ANSWER FOR QUESTION #6 (1) You are right on the button! The compass is an instrument used to tell direction. Go on to question 7 below.

____2. Which statement best describes the astrolabe? (1) A social order in use throughout Europe during the Dark Ages -- TURN TO PAGE 3 (2) An instrument used to speed the word of travel and exploration -- TURN TO PAGE 4 (3) One of the goods brought to Europe from the Far East over the early trade routes -- TURN TO PAGE 5 (4) An invention used to find location by sighting the stars -- TURN TO PAGE 7.

ANSWER TO QUESTION # 8 (1) The trade routes were inadequate because they were too long, too dangerous, too expensive and controled by the Italians at the European end, and not because of the back boom. The backboom was the part of the ship that allowed it to move forward with the aid of a side wind. Go back to question 8 on page 7.

ANSWER FOR QUESTION # 1 (1) You are absolutely correct! Europe was stagnant (at a stand still) during the Dark Ages. Go on to question number 2 below.

_____2. Which statement best describes fuedalism? (1) a series of religious wars to free the Holyland from the Moslems --TURN TO PAGE 1 (2) An invention used to determine location by sighting the stars-- TURN TO PAGE 6 (3) A social order in use throughout Europe during the Dark Ages --TURN TO PAGE 7 (4) Another name for Renaissance--TURN TO PAGE 8.

ANSWER FOR QUESTION #3 (2) Bingo! You are right! The Crusades were religious wars to drive the Moslems out of the Holyland. Go on to question 4 below.

_____4. Which statement best describes nationalism? (1) The invention used to tell defection--TURN TO PAGE 3 (2) A feeling of loyalty to one's country --TURN TO PAGE 4 (3) A period in Europe when very little progress was made--TURN TO PAGE 5 (4) A name given to the Moslems in the Near East -- TURN TO PAGE 6.

ANSWER FOR QUESTION# 6. (2) No it isn't! An astrolabe is the instrument used to find location by sighting the stars. A compass is used to tell direction. Return to question 6 on page 8 and answer it again.

ANSWER FOR QUESTION # 8 (2) The backboom had nothing to do with the development of towns and cities. They developed after the Crusades because of the increase in trade. The backboom was that part of a ship that allowed the ship to move forward with a side wind. Go back to question 8 on page 7.

ANSWER FOR QUESTION # 10 (1) Printing by hand was slow and costly. Printing by movable type was a means of printing books by machine, thus making them cheaper and more available to everyone. Go back to question 10 on page 5 and answer it again.

ANSWER FOR QUESTION # 1 (2) Oops! Think again! Cities developed in Europe as a result of the trade that developed after the Crusades. During the Dark Ages Europe was stagnant (at a stand still). Go back to question number 1 on page 1 and answer it again.

ANSWER FOR QUESTION # 3 (3) No! No! No! The ship improvement that enabled ships to move forward by using a side wind was called a backboom. The Crusades were a seriers of wars to drive the Moslems from the Holyland. Go back to question number 3 on page 7 and answer it again.

ANSWER FOR QUESTION # 5 (3) I am afraid that this answer has nothing to do with the question. England, France, and Spain, along with Portugal are the countries along the Atlantic Ocean, and other than the Atlantic coastal countries of Europe I know of no name for them. The Renaissance is the name given to the revival of learning that took place in Europe after the Crusades. Go back to question number 5 on page number 4 and answer it again.

ANSWER FOR QUESTION # 4 (1) Come on! You know that an instrument used to tell direction is called a compass. Nationalism is a feeling of loyalty to one's country. In Europe nationalism began to develop after the Crusades and the rise of cities. Go back to question number 4 on page 2 and answer it again.

ANSWER TO QUESTION # 7 (1) That's a boo boo! The social order in use throughout Europe during the Dark Ages was called fuedalism. The astrolabe is an instrument used to find location by sighting the stars. Go back to question 7 on page 1 and answer it again.

ANSWER TO QUESTION # 10 (2) You are right! Printing by movable type is a means of printing books by machine. You have finished your additional programed learning kit. Now return to the review assessment and re-do it before taking the post test.

ANSWER TO QUESTION # 1 (3) I hope you didn't use this answer. During the Dark Ages Europe was stagnant (at a stand still). There was little movement or contact. and without these things wars are usually not carried on. Go back to question number 1 on page 1 and answer it again.

ANSWER TO QUESTION #4. (2) Good! Your answer is correct! Nationalism is the feeling of loyalty to one's country that began to develop in Europe after the Crusades and the rise of towns and cities. Go on to question 5 below.

_____ 5. Which statement best describes the Renaissance? (1) A series of wars to drive the Moslems from the Holyland -- TURN TO PAGE 5 (2) An invention that speeded up printing and made books cheaper -- TURN TO PAGE 6 (3) The name given to the countries of England, France, and Spain--TURN TO PAGE 7 (4) A revival of learning throughout Europe -- TURN TO PAGE 8.

ANSWER TO QUESTION #3 (4) If you selected this answer, think again! The Renaissance was the name given to the period when there was a revival of learning. The crusades were the religious wars that were fought to drive the Turks out of the Holyland. Go back to question 3 on page 7 and answer it again.

ANSWER TO QUESTION #7 (2) This answer is incorrect. Printing by movable type was the invention that helped spread the word about travel and exploration. The astrosabe was used to find location by sighting the stars. Go back to question 7 on page 1 and do it again.

ANSWER FOR QUESTION # 9 (1) Exactly right! Gunpowder is an explosive. Go on to question 10 below.

_____ 10. Which statement best describes printing by movable type? (1) A name given to printing books by hand -- TURN TO PAGE 2 (2) A means of printing books by machine -- TURN TO PAGE 3 (3) A system of moving serfs from one manor to another --TURN TO PAGE 6 (4) A social order in use in Europe during the Dark Ages -- TURN TO PAGE 7.

ANSWER TO QUESTION # 1 (4) Not so! Nationalism did not develop during the Dark Ages. It developed after the Crusades and the rise of towns and cities throughout Europe. Feudalism was the social order of the day; and people lived on feudal manors, giving their loyalty to a nobleman; not to a king and country. During this time (the dark ages) Europe was stagnant (at a stand still). Go back to question number 1 on page 1 and answer it again.

ANSWER TO QUESTION # 4 (3) You missed this one! The period in Europe when very little progress was made is called the Dark Ages. You should have known that! You have already gotten that one right. Nationalism is the feeling of loyalty to one's country that developed in Europe after the Crusades and the rise of towns and cities. Go back to question number 4 on page 2 and answer it again.

ANSWER TO QUESTION # 5 (1) Come on now! You aren't thinking! You already know that a series of religious wars to drive the Moslems out of the Holyland are called the Crusades. The Renaissance is the name given to the period after the Crusades when there was a revival of learning throughout Europe. Go back to question number 5 on page 4 and answer it again.

ANSWER FOR QUESTION # 7 (3) No Sir! Spices, silks and jewels were brought from the Far East. The astrolabe was an instrument used to sight the stars and determine location. Go back to question 7 on page 1 and answer it again.

ANSWER FOR QUESTION # (2) You didn't list this answer, did you? I'm putting you on. Gunpowder was hardly a cosmetic. It is an explosive. You know that! Go back to question 9 on page 6 and answer it again.

ANSWER TO QUESTION # 2 (2) You're kidding! The invention used to sight the stars was an astrolabe. Feudalism was not such an invention. It was the social order of the day throughout Europe. It was a time when people gave up their land and much of their freedom in return for protection from bands of outlaws.

ANSWER TO QUESTION # 4 (4) The Moslems during the Crusades were sometimes called Turks; however, the term nationalism was never used to describe them. Nationalism is the feeling of loyalty to one's country that developed in Europe after the Crusades and the rise of towns and cities.

ANSWER FOR QUESTION #5 (2) You didn't use this answer, did you? It's not even close! Printing by movable type speeded up printing and made books cheaper, The Renaissance is the term used to describe the period when learning was revived in Europe. Go back to question 5 on page 4 and try this one again.

ANSWER FOR QUESTION # 6 (3) No Sir! The drawbacks to the trade routes included too long, too dangerous, too expensive, and control in the hands of the Italians. The compass is an instrument needed to tell direction. You knew that! Go back to question 6 on page 8 and answer it again.

ANSWER FOR QUESTION # 8 (3) You're right! The backboom is part of a ship that allows it to move forward when a side wind is blowing. Go on to question 9 below.

_____ 9. Which statement best describes gunpowder? (1) An explosive -- TURN TO PAGE 4 (2) A powder used as a cosmetic in Europe during the Dark Ages--TURN TO PAGE 5 (3) This was one of the reasons the early trade routes were inadequate -- TURN TO PAGE & (4) A method of trade used during the Dark Ages -- TURN TO PAGE 8.

ANSWER FOR QUESTION # 10 (3) If you used this answer you are not through yet. Serfs were bound to the land and could not move around. Printing by movable type was a method of printing by machine. Many books could be turned out in a short time, thus making them cheaper. Go back to question 10 on page 4 and do it again.

ANSWER FOR QUESTION # 2 (3) Jackpot! You're right! Feudalism was the name given to the social order in Europe during the Dark Ages. Go on to question 3 below.

_____ 3. Which statement best describes the Crusades? (1) A feeling of loyalty to one's country -- TURN TO PAGE 1 (2) A series of religious wars to drive the Moslems out of the Holyland-- TURN TO PAGE 2 (3) A ship improvement that allowed a ship to move forward with a side wind-- TURN TO PAGE 3 (4) A revival of learning throughout Europe-- TURN TO PAGE 4.

ANSWER FOR QUESTION # 6 (4) This answer is wrong. Although the Italians did control the European end of the trade routes, I don't know the name of the company. You should know that a compass tells direction. You did, didn't you? Go back to question 6 on page 8 and do the question over.

ANSWER FOR QUESTION # 7 (4) You are right on target. An astrolabe is the instrument used to find location by sighting the stars. Go on to question 8 below.

_____ 8. Which statement best describes backboom? (1) One of the reasons why the early Far Eastern trade routes were inadequate-- TURN TO PAGE 1 (2) This was a major reason for the development of cities and towns in Europe --TURN TO PAGE 2 (3) Part of a ship that allows it to move forward by using a side wind-- TURN TO PAGE 6 (4) A term used to talk about explosives -- TURN TO PAGE 8.

ANSWER FOR QUESTION # 9 (3) You didn't miss this one, did you? You know what gunpowder is. It's an explosive.

ANSWER FOR QUESTION # 10 (4) No! A special order in Europe during the Dark Ages was called feudalism. Printing by movable type was a means of printing by machine so many books could be printed at once. Go back to question 10 on page 4 and do it over.

ANSWER TO QUESTION # 2 (4) F dalism is not another name for Renassance. The Renaissance is the name given to the revival of learning that took place in Europe after the Crusades. Fuedalism was the social order that developed in Europe during the Dark Ages. Go back to question 2 on page 2 and re-do it.

ANSWER FOR QUESTION # 5 (4) Excellent! The Renaissance is the name given to the period when there was a revival of learning in Europe during the Dark Ages. Go on to question 6 below.

_____ 6. Which statement best describes the Compass? (1) An instrument used to tell direction -- TURN TO PAGE 1 (2) An instrument used to find location by sighting the stars -- TURN TO PAGE 2 (3) One of the drawbacks to the Far Eastern trade routes. -- TURN TO PAGE 6 (4) An Italian company that controlled the European end of the trade routes-- TURN TO PAGE 7.

ANSWER FOR QUESTION # 8 (4) Boom may sound like an explosive, but in this case your answer is wrong. The back boom was the part of the ship that enabled it to move forward when a side wind was blowing. Go back to question 8 on page 7 and do it again.

ANSWER TO QUESTION # 9 (4) You're kidding! Surely you know what gunpowder is. It is an explosive. With it man had the courage to face the unknown seas. Go back to question 9 on page 6 and answer it again.

QUIZ - AMERICAN HISTORY BACKGROUND

Multiple Choice;

___1. Which statement best describes Europe during the Dark Ages? (1) Europe was stagnate (2) European towns and cities were growing rapidly (3) Countries of Europe were at war with each other most of the time (4) There was an increasing development of nationalism throughout Europe.

___2. Which statement best describes feudalism? (1) A series of religious wars to free the Holyland from the Moslems (2) An invention used to determine location by sighting the stars.(3) A social order in use throughout Europe during the Dark Ages (4) Another term for Renaissance.

___3. Which statement best describes the Crusades? (1) A feeling of loyalty for one's country (2) A series of religious wars to drive the Moslems out of the Holyland (3) A ship improvement that allowed a ship to move forward with a side wind (4) A revival of learning throughout Europe.

___4. Which statement best describes nationalism? (1) The invention used to tell direction (2) A feeling of loyalty to one's country (3) A period in Europe when very little progress was made (4) A name given to the Moslems in the Near East.

___5. Which statement best describes the Renaissance? (1) A series of religious wars to drive the Moslems from the Holyland (2) An invention that speeded up printing and made books cheaper (3) The name given to the countries of England, France, and Spain. (4) A revival of learning throughout Europe.

___6. Which statement best describes the compass? (1) An instrument used to tell direction (2) An instrument used to find location (3) One of the drawbacks to the Far Eastern trade routes (4) An Italian company that controlled the European end of the trade routes.

___7. Which statement best describes the astrolabe? (1) A social order in use throughout Europe during the Dark Ages (2) An instrument used to speed the word of travel and exploration (3) One of the goods brought to Europe from the Far East over the early trade routes (4) An invention used to find location by sighting the stars.

___8. Which statement best describes backboom? (1) One of the reasons why the early Far Eastern trade routes were inadequate (2) This was a major reason for the development of cities in Europe (3) Part of a ship that allows a ship to move forward by using a side wind (4) A term used to talk about explosives.

___9. Which statement best describes gunpowder? (1) An explosive (2) A powder used as a cosmetic in Europe during the Dark Ages (3) This was one of the reasons the early trade routes were inadequate (4) A method of trade used during the Dark Ages.

___10. Which statement best describes printing by movable type? (1) A means of printing books by hand (2) A means of printing books by machine (3) A system of moving serfs from one manor to another (4) A social order in use in Europe during the Dark Ages.

11. Why did the feudal system work in Europe during the Dark Ages?_____

_____

_____

12. How did the Crusades influence exploration?_____

_____

_____

_____

_____

_____

13. List 3 reasons why the major trade routes between Europe and the Far East were inadequate.

_____ _____ _____

14. How did the development of nationalism aid exploration?_____

_____

_____

_____

_____

_____

15. Tell how each of the following aided exploration.

Compass_____

_____

Astrolabe_____

_____

Gunpowder_____

_____

Printing by movable type_____

_____

Backboom of a ship _____

_____

## THE CRUSADES AND THEIR INFLUENCE

From about 500 to 1100 Europe was in the depths of a period knownnas the Dark Ages. During this time trade, progress and advancement was at a stand still. People all over Europe were born, lived and died without having traveled more than a few miles from home.

Feudalism became the social order throughout the continent, almost out of necessity. Early in the period, bands of outlaws roamed the countryside, burning, stealing and killing any and all people. At this time there was no national authority strong enough to protect the people. As a result the stronger noblemen gathered together the people living near his castle, and guaranteed their safety in return for title to their land. The serfs, as they came to be called, continued to work the land; however, each year more and more of the crop went to the nobleman. As time went on, the serf became tied to the land and was not allowed to move. Although he was not called a slave, the serf lost much of his freedom.

The feudal manor included the castle and the serf's homes and fields around the castle. Almost everything used by the people of the manor were produced on the manor. Serfs worked the fields or at their trade while the nobleman used his army to protect all who lived on the feudal manor.

While Europe was going through this period of stagnation (standstill), the Moslems (called Turks in many books) gained control of the Holyland and all of southeast Europe. In 1095, the Pope called for the Crusades. These were a series of religious wars on the part of Europeans to free the Holyland. For 100 years men, women and children crossed the continant to fight against the Turks. After the wars ended the areas in dispute remained in control of the Moslems. All efforts to free the Holyland failed. Yet, the Crusades have been called the most successful failures in history because of their results.

Inspite of the fact that the Crusades failed to free the Holyland, the very fact that there was a movement of people brought about an exchange of ideas and a reawakening of learning. Europe entered a new era known as the Renaissance (meaning a revival of learning). During their trips to the battle fields Europeans found such things as spices, silks and jewels that were completely new to them. When they returned home they found a burning desire to have and use the newly found riches.

Because the spices, silks and jewels came from the Far East it was necessary to develop trade routes between Europe and the Far East. As a result, 3 major trade routes were established. STOP READING HERE AND CHECK AN AMERICAN HISTORY TEXT BOOK IN THE SOCIAL STUDIES RESOURCE CENTER. MOST OF THEM WILL HAVE A MAP SHOWING THE 3 ROUTES. AFTER YOU KNOW WHERE THE ROUTES ARE LOCATED RETURN TO YOUR READING IN THIS PAPER.

While goods did reach Europe from the Far East over these trade routes, there were several shortcomings or drawbacks to the continued use of them.

1. Because of the length of the overland trips and the loading and unloading of the goods several times during the trip, and because of the taxes that were paid to the Turks for crossing their land, the cost of the goods was too expensive.

2. Because of their passing through territory controlled by the Moslems the trade routes were too dangerous to travel.

3. Once the goods reached the Mediterranean Sea they were controlled by the Italians. The goods were taken to Italy, then sold to the rest of Europe. This not only made the goods more expensive, but hurt the pride of people living in other countries.

Nevertheless, as trade with the Far East continued to grow, people (many of them serfs) began to move into towns, and life became more enjoyable. A higher standard of living was developing, and as this happened, people demanded more and more. The desire for goods increased.

## THE DEVELOPMENT OF NATIONALISM IN EUROPE

One of the major shortcomings of the 3 major trade routes between Europe and the Far East was the complete control that the Italians had developed at the European end of the routes. Not only did this Italian control raise prices but it hurt the pride of the people in other European countries.

As Europeans were beginning to feel this hurt pride, towns and cities were beginning to grow throughout the continent. Serfs who had been loyal to a particular nobleman moved to the city, and no longer were concerned with their former "master". Instead they began to give their loyalty to the king and country. They began to think of themselves as Englishmen, Frenchmen or Spanish rather than as Europeans.

As people developed this feeling of nationalism (love of one's country), they began to dream of ending the Italian monopoly (control) of the Far Eastern Trade. They became eager to set up their own trade with the Far East. Such a trade would help their own country become rich and more powerful.

## INVENTIONS

With the increasing trade, cities and nationalism the desire for new trade routes to the Far East was growing rapidly. The Atlantic seaboard countries were especially interested in an all water trade route.

However, fear of the unknown and the lack of sailing aids held exploration back. Tales of huge sea monsters, a belt of fire around the center of the earth and a flat earth with an edge to fall off of were more than enough to keep men close to shore. STOP HERE AND THINK FOR A MOMENT. HOW COULD SUCH STORIES BE BELIEVED BY INTELLIGENT MEN? IT WILL HELP IF YOU THINK OF SHADOWS THAT YOU HAVE SEEN IN THE DARK . AND, WOULD THE CLIMATE AROUND THE EQUATOR HAVE ANYTHING TO DO WITH THE FIRE AROUND THE CENTER OF THE EARTH? YOU MIGHT LOOK AT A BALL TO HELP YOU DECIDE WHY PEOPLE WOULD THINK IT WOULD BE IMPOSSIBLE FOR PEOPLE TO LIVE ON A ROUND EARTH.

Thus, inspite of the desire and need for an all water route to the Far East the success of finding such a route was to depend on the use of a number of inventions.

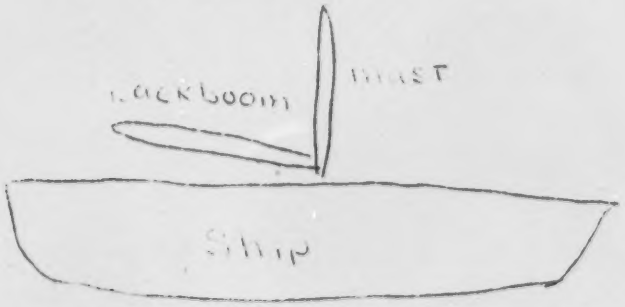
1. Printing by movable type. Before this invention, books were hand written and very expensive. Only a few people were able to read of such travels as Marco Polo's visit to China. With the development of printing by movable type, books became cheaper, and stories of exploration and travel began to spread.

2. Gunpowder. Gunpowder had been used as an explosive a thousand years before Christ. However, it did not reach Europe from China until hundreds of years after His death. However, by the mid-1300s, gunpowder was in common use throughout Europe. With it, man's courage to face the unknown was increased and he was more willing to sail out of sight of land.

3. Compass. The Arabs had made use of simple compass as early as the 7th century, but it did not come into common use until the 1400s. With it, man was able to follow directions on the uncharted seas.

4. Astrolabe. It was the late 1400s before this instrument was successfully used in navigation. The astrolabe (today we use a sextant) enabled sailors to sight the stars and find their location on the unknown seas.

5. Backboom of a ship. Until this time men were at the mercy of a tail wind. If the wind blew from the front or side of the ship, the ship could not move forward. The backboom is the pole that extends from the mast and runs parallel to the ship toward the back of the ship. When a sail is attached to it, ships are able to use a side wind and move forward.



MARSHALLTOWN COMMUNITY SCHOOLS

SOCIAL STUDIES DEPARTMENT

# DISCRIMINATION: U.S.A.

This unit on Discrimination: U.S.A. is offered during our student option series (all Social Studies classes are wiped out and students may choose anyone of several units that are being offered for approximately three weeks).

Students do not follow a regular schedule. Instead they sign into the Library or Resource Center during open mods or periods.

On the first day, a large group is held (we do this during homeroom from 8:30 a.m. - 9:00 a.m.). At this time the teacher goes over the directions for the unit and hands out the pre-unit activity and chart.

The pre-unit activity is to be handed in the next day before students have begun reading in the area of discrimination. After completing the pre-unit activity, each student fills out the chart anyway he wishes. For the next three weeks he plays the role he has chosen.

Each day, statements of discrimination (three or four) appear on the bulletin board and students lose (in some cases, gain) points in accordance with their chosen role. The discrimination statements are made so everyone feels picked on sometime or other.

Students gain points by reading articles or books dealing with discrimination, watching films and filmstrips, or bringing examples from the newspaper. In each case, as the student completes the article or filmstrip he or she immediately sits down with the teacher and tells about the article. The teacher can then ask interpretation or attitude questions, or if there are several students around the table, a spontaneous small group discussion may take place.

Articles used are from a variety of sources including many newspaper clippings.

THE GOAL OF THE UNIT IS TO MAKE STUDENTS AWARE OF THE MANY TYPES OF DISCRIMINATION, SHOW THE SHALLOWNESS OF THE REASONING BEHIND IT, AND BRING OUT POSSIBLE SOLUTIONS.

DISCRIMINATION: U. S. A.

Each participant will receive 100 points to begin the unit.

Each day, 1, 2 or 3 cards will appear on the bulletin board outside of the library. These cards will call for a loss of points for various reasons. If anything on your discrimination sheet corresponds with any card, you will lose the number of points listed on the card.

Check the bulletin board outside of the library every day, and record the number of points lost across the top of your discrimination sheet.

Your discrimination sheet is to be turned in with your test. Failure to turn in your discrimination sheet will result in a loss of 150 points.

Each participant is to work alone.

Points may be made up by completing one assignment (100 points), and by reading articles on discrimination. A list of articles is posted outside of the library and the Social Studies Coordinator's office, and in the library. Articles or ads may be used from any newspaper or magazine.

Each time you complete an article, make arrangements to talk to Mr. Martin. You will have to summarize the article, and may be asked questions about your reading.

800 points and above----------A+
600 points and above----------A
500-599 points----------B
400-499 points----------C
300-399 points----------D

In addition, you will be required to take a test over discrimination. Your reading grade and test grade will be averaged to determine your total unit grade.

EXAMPLE: Reading Grade----------A+
Test Grade----------C+
Small Gp. Discussion---- B+
Unit Grade------B+

Name _____ Sex ____ Age ____ Height _____ Weight _____

Nationality _____ Religion _____

Amount of Education _____ Kind of Work _____

Income _____ Kind of Car _____

Kind of Home:

over 40,000 _____
$30,000-$40,000 _____
$20,000-$30,000 _____
$15,000-$20,000 _____
$10,000-$15,000 _____
less than $10,000 _____

Neighborhood:

Well-to-do new section _____
Well-to-do old section _____
Middle class new section _____
Middle class old section _____
Low income section _____
Slum area _____

Section of the Country: _____ Suburb _____ Rural _____ City _____

Clubs & organizations:

YM or YWCA _____
Little League _____
Boys' Club _____
Lions _____
Rotary _____
Masons _____
Knights of Columbus _____
Students for a Democratic Society _____
Elks _____
Moose _____
Other _____

Business & Prof. Women _____
Assistance League _____
Twentieth Century _____
Garden Club _____
P.E.O. Chapters _____
J-C-Ettes _____
Opti-Mrs. _____
League of Women Voters _____
Sororities _____

Hair Style & Coloring:

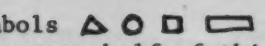
Short and straight _____
Short and curley _____
Medium and straight _____
Long and straight _____
Long and curley _____
Bald _____

Natural Blond _____
Dyed Blond _____
Natural brunette _____
Dyed brunette _____
Natural Red _____
Dyed Red _____
Natural Black _____
Dyed Black _____

Dress:

Neat _____
Sloppy _____
Clean _____
Dirty _____

DISCRIMINATION: U. S. A. --Assignment

Use symbols  to draw what you think of when you hear the word discrimination. Use the upper half of this page for the drawing, and the space below the line to explain your drawing.

This assignment is worth 100 points if completed by_____. Place your paper in the box on the corner of my desk. If you do not turn in the assignment on time, you will lose 50 points.

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# DISCONTENT IN AMERICA

In small group you must unanimously agree or disagree with the following statements. If after all arguments have been presented and the group finds it cannot agree or disagree, you may change a word or phrase so there can be unanimous agreement. However, your final statement must be positive rather than negative.

1. The major cause of discontent today is _____.
2. Rebellion by the younger generation today is a fad, no more or no less important than the fads of every generation.
3. Education tends to perpetuate discrimination by following middle class standards.
4. The greatest reason for discrimination is _____.
5. Equal opportunity for races, women and older people have greatly increased during the past few years.
6. The use of drugs by some people is an attempt to escape from reality rather than a cause of discontent.
7. Anyone can escape from poverty if he is willing to work hard.
8. Taxes in America are too high.

# Discrimination Statements

A survey shows that people who work outside are healthier than those who work inside.

Everyone who works inside most of the time lose 10 points.

A newspaper article declares that show business people are temperamental.

All show business people lost 10 points.

A survey shows that 50% of the people in the U.S. own a late model car (since 1968).

Everyone not owning a late model car lose 10 points.

A survey shows that people who do physical labor are healthier than those who do not.

Everyone who does not do physical labor lose 10 points.

A survey shows that people with some college earn more than those with no college.

Those who have had no college lose 10 points.

A survey shows that people living in apartments are not as healthy as those who own their own homes.

Everyone living in an apartment lose 10 points.

A nurse was arrested for stealing drugs from the hospital.

All nurses lose 10 points.



A fight took place at Fall City High School.



All high school students lose 10 points.

- over -

3 college football players were dismissed from the team for drinking.

All athletes lose 10 points.
All college students lose 10 points.

3 teenage girls were arrested for shop lifting.

All teenage girls lose 10 points.

Jane Doe, age 17, ran a red light and hit another car.

All teenage girls lose 10 points.
All women drivers lose 10 points.

Bill Brown and his "family of friends" are charged with the brutal slaying of five people in California.

All long hair lose 10 points.
All beards lose 10 points.
All sloppy dress lose 10 points.

A newspaper article stated that the states richest man paid no income tax last year.

People with incomes of $20,000 or more lose 10 points.

Department store manager was convicted of selling items and failing to turn the money over to the store.

All people in management positions lose 10 points.

Beer Party raided last night. Two teenagers taken into custody for possession of alcoholic beverages.

Teenagers lose 10 points.

The newspaper headline reads H. Roy Brown, a negro, fails to show up for his trial.

All militant groups lose 10 points.
All Afro-Americans lose 10 points.

A 16-year-old, Joe Martelli, was arrested for stealing a car.

Teenage boys lose 10 points.

Mrs. Joan Doe, age 33, filed for divorce charging cruel and inhuman treatment. Mrs. Doe is asking for custody of 3 minor children.

All divorced people lose 10 points.
All people over 30 lose 5 points.

Bob Doe was arrested and paid a $10.00 fine for a noisy muffler.

Teenage boys lose 10 points.

A filling station was held up last night by a young man and women - Both in their early 20's, dark hair.

People in their 20's lost 10 points.
People with dark hair lose 10 points.

Farmers in Iowa withhold corn from the market because of low prices.

Farmers gain 10 points.

A newspaper article states that motorcycles have a high accident rate.

Motorcycle riders lose 10 points.

- over -

The KKK declares that Protestant Anglo-Americans should arm themselves against riots and demonstrations by minority groups.

Protestants lose 10 points.
Anglo-Americans lose 10 points.

Recent demonstrations in which a large number of college students and professors took part turned into a riot.

All people with any college education lose 10 points.

A study shows that married people live longer than single people.

All single people lose 10 points.

The city was filled with a high level of noise pollution after lunch.

All people lose 15 points.

Catholics in Spain attacked a Protestant meeting.

All catholics lose 10 points.

An article states that people who are unemployed cost the government $80 a week.

Unemployed people lose 10 points.

8 Black Panthers are arrested for illegal possession of guns.

Afro-Americans lose 10 points.

A militant Jewish group bombed a Russian embassy.

All Jews lose 10 points.

A secretary was convicted of stealing $10,000 of company funds.

All secretaries lose 10 points.

A lawyer was convicted of trying to bribe a juror.

All lawyers lose 10 points.

Factory workers on strike destroyed a car trying to enter the plant gate.

All factory workers lose 10 points.

A newspaper article stated that many clubs discriminate against minority groups.

Everyone belonging to any organizations lose 10 points.

Small cars are dangerous to be in on the highway during high winds.

All compact car owners lose 10 points.

High powered cars have a high accident rate.

All cars with V-8 motors lose 10 points.

A TV ad delcares that "brunettes only can enter a club."

Everyone who is not a brunette lose 10 points.

10

- over -

A TV ad declares that everyone should be a red head at least once in their life.

Everyone who is not a red head lose 10 points.

A newspaper poll declared that bald headed men make better husbands than those with ~~hair~~ hair.
All men with hair lose 10 points.

Mexican Americans were refused the right to purchase a house in a new $20,000-$30,000 neighborhood.

All people with houses $20,000 or more lose 10 points.

All people in new home neighborhoods lose 10 points.

Doctors in Jonesville have established a policy of not making house calls.

All doctors lose 10 points.

Teachers in Florida are on strike in violation of a court back-to-work order.

All teachers lose 10 points.

A TV ad declares that blondes have more fun.

Everyone who is not a blonde lose 10 points.

DISCRIMINATION

| TITLE | MAG. | DATE | PAGE | LENGTH |
|---|---|---|---|---|
| Do most Americans Secretly Want Segregation? | Look | Sept. 8 1970 | 11-13 | 2 pages |
| Report on the Status of Women | McCall's | Sept. 1970 | 128 | 3/4 page |
| Jobs for Negroes: Battle goes on | U.S. News | Jan. 26 1970 | 83 | ¼ page |
| Labor: Alexander's Plan | Time | Feb. 23 1970 | 17 | ½ page |
| Dirksen Charge: Bussinessmen are "harassed" to give Negroes Jobs | U.S. News | Apr. 7 1969 | 8 | 3/4 page |
| Job Discrimination & what Women can do about it | Atlantic | Mar. 1970 | 99-102 | 2 pages |
| Losing game: apartheid responsible for banishing So Africans from international sports | Newsweek | My. 25 1970 | 52 | ½ page |
| Disc. Empl. Affirmative action: changing hiring policies of Equitable life. | Sat. Rev. | Mr. 8 1969 | 127-8 | 1 page |
| Race, jobs & cities; what business can do. | Sat. Rev. | Jan. 11 1969 | 27-30 | 3+ pages |
| Helping older job seekers | U.S. News | July 1 1968 | 63 | 1 page |
| No more too old for job; age discrimination act of 1967. | U.S. News | May 27 1968 | 87 | 1 page |
| Most indifferent disadvantaged | Sat. Rev. | Nov. 2 1968 | 34-5 | 1+ pages |
| Mac's other war; Negro servicemen in offbase housing | Time | Sept.29 1967 | 24 | 1 page |
| When city bites newspaper, thats news; white community reacts to racist policies. | Life | May 12 1967 | 4 | 1 page |
| Discr. Empl. Down to fundamentals; question of WHUU's License renewal | Sat. Rev. | Oct. 31 1970 | 36-7 | 1 page |

- over -

| | | | | |
|---|---|---|---|---|
| Discr. Employ. Philadelphia problem | Time | Aug.17 1970 | 61-2 | 1 page |
| Discr. in housing. Color zoning white | Time | Sept. 7 1970 | 51 | 1 page |
| Disc. in housing Do most Americans secretly want segregation? A.A. Ribicoff | Look | Sept. 8 1970 | 13 | 1 page |
| Disc. race Eye of the storm: learning to understand race discrimination | Life | May 8 1970 | 16 | 1 page |
| Disc. in housing Attack against blockbusting; Chicago court action. | U.S. News | Ap. 7 1969 | 8 | 1 page |
| Disc. in ed. Exclude whites? No, says top Negro educator | U.S. News | June 2 1969 | 18 | 1 page |
| Disc. in employ. Stiffer rules against bias. | U.S. News | June 23 1969 | 86 | 1 page |
| Disc. in employ. Integrating the agencies. | Newsweek | Ap. 29 | 72-76 | 4 pages |

MAGAZINES NOT AVAILABLE IN LENIHAN LIBRARY

| TITLE | MAG. | DATE | PAGE | LENGTH |
|---|---|---|---|---|
| Discr. in Employ. Black Monday's Sunday allies | Ramp | Jan. 1970 | 8 | 1 page |
| Percy Green vs. McDonnell Aircraft | Nation | Ap. 6 1970 | 5 | 1 page |
| Discr. in housing Genteel violence | Good H. | Ap. 1970 | 89 | 1 page |
| Discr. in Employ. Minority hiring under new attack | Bsns. W. | Je.13 1970 | 110 | 1 page |
| Discr. in housing Zoning; the new battleground | Arch Forum | May 1970 | 5 | 1 page |
| Discr. in Employ. Women's liberation counts a victory; new federal guidelines on say discrimination | Bsns. W. | Je. 13 1970 | 98-100 | 2 pages |

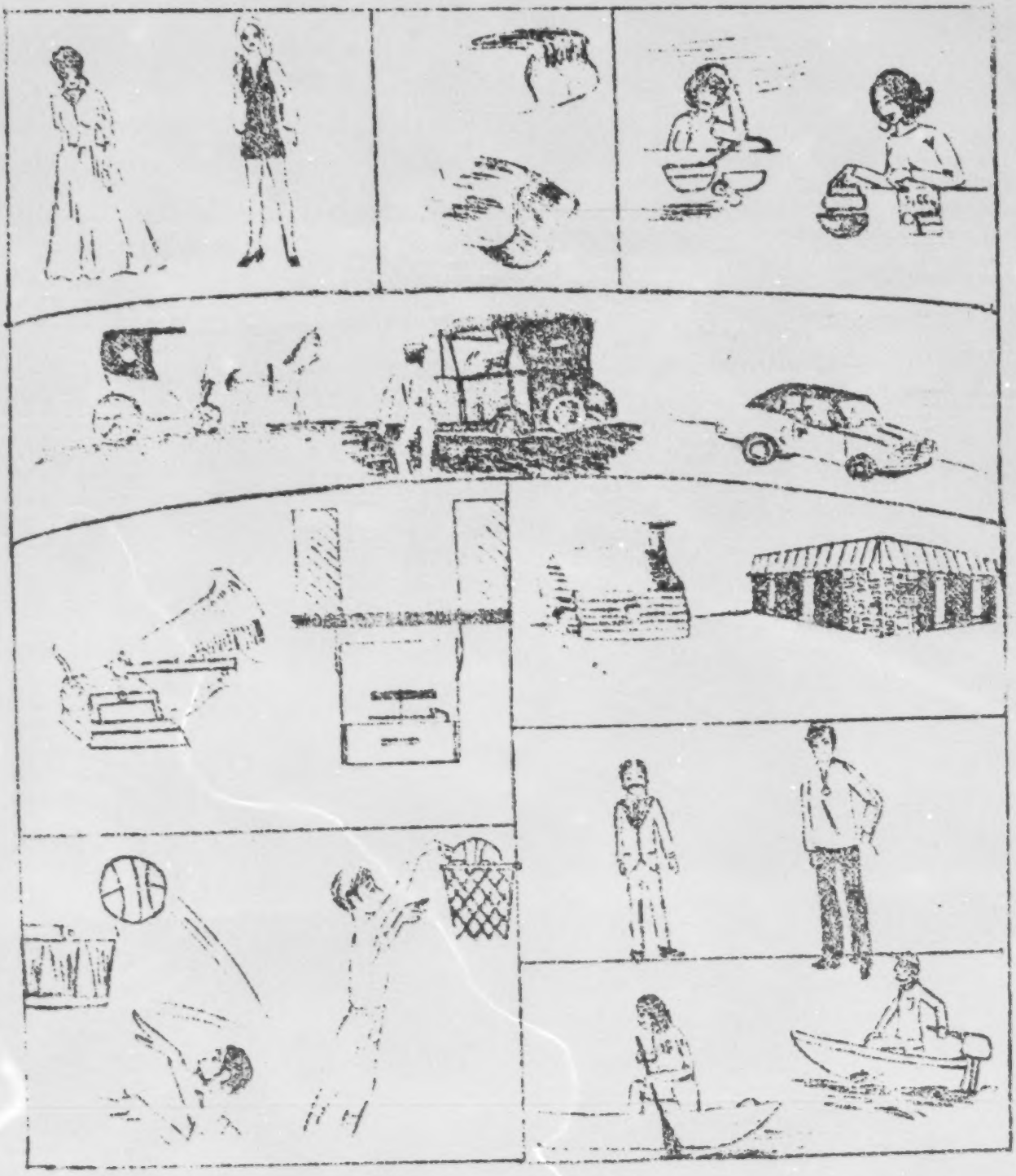
| | | | | |
|---|---|---|---|---|
| Cracking down on job bias | Bsns. W. | Je. 1 1968 | 34 | 1 page |
| Not discriminating becomes not enough | Bsns. W. | Ja. 11 1969 | 88 | 1+ page |
| Lucretia Mott: women also have rights | Sr. Schol. | Mar. 21 1969 | 19 | 1 page |
| Equality, not protection | Sci. N. | Nov. 23 1968 | 516-17 | 2 pages |
| Disc. by age<br>Gray power; discr. because of age | America | Feb. 1 1969 | 132-3 | 2 pages |
| Industry gives new hope to the Negro | Ebony | Je. 1968 | 192-4 | 2 pages |
| Disc. and protection of minorities<br>Human rights in Israel-occupied territories, and southern Africa. | UN Mo Chron | July 1970 | 88-90 | 2 pages |
| Disc. in employ.<br>Teeth for job discrimination; enforcement provisions of Title VII strengthened | America | Sept.5 1970 | 108 | 1 page |
| Disc. in housing<br>Cracking the suburbs. R.W. Dietsch | New Repub. | Sept.5 1970 | 8 | 1 page |
| Discr. in housing<br>Lefrak goes to the ghetto; target of Justice dept. | Bsns. W. | Aug. 15 1970 | 28 | 1 page |
| Moral dilemma of zoning.<br>D.K. Shipler | Nation | Aug. 3 1970 | 80-3 | 3 pages |
| Beyond the ghetto | Ebony | Aug. 1970 | 148-51 | 3 pages |
| Experiments in intergroup discrimination | Sci. Am. | Nov. 1970 | 96-102 | 6 pages |
| Disc. in employ.<br>Down to fundamentals; question of WNUU's license | Sat. R. | Oct.31 1970 | 36-7 | 2 pages |
| Disc. Race<br>I didn't know it felt that way; project understanding discrimination; by elementary school in Evanston, Ill. | PTA | Je. 1970 | 20-2 | 2 pages |

| | | | | |
|---|---|---|---|---|
| Disc. Race<br>Most precious resourse | Sat. R. | Je. 6<br>1970 | 57 | 1 page |
| New legal weapon for blacks;<br>Monetary damages for racial disc. | Trans-Action | Je.<br>1970 | 4-5 | 1 page |
| Who am I? The Indian sickness; the White Hawk case. | Nation | Ap. 27<br>1970 | 496-8 | 2 pages |
| Disc. in housing<br>Fair housing: second stage | America | Jan. 18<br>1969 | 56 | 1 page |
| Open housing: Congress and the court | America | Je. 29<br>1968 | 805 | 1 page |

Marshalltown Community Schools

Lenihan Junior High School

~Change~



This LAP is designed as an interdiscipline approach to CHANGE.

| | | |
|---|---|---|
| English | Physical Education | While all of the departments listed at the left will be involved in this unit, the amount of time varies. Social Studies will last 3 cycles, English 2, Sciene Home Economics 2 days, etc. |
| Social Studies | Home Economics | |
| Science | Shop | |
| Humanities | Art | |
| Health | Library | |
| Foreign Language | | |

READ THE COMMENTS BELOW CAREFULLY

Because this unit is an interdiscipline design, there will be a number of objectives and/or activities that involve more than 1 department. Frequently, you will receive more than 1 grade on an activity. For example, in an activity on automobile information you will be graded by the English and Social Studies departments as well as the Library.

A WORD OF WARNING, _____! Read the objectives and activities carefully. By doing so, many would be questions will be answered. The objectives and activities explain exactly what you are to do. However, if after a careful reading, you do not understand something, or have questions, ask one of your teachers.

If after reading an activity you feel that you already know the answer, go to the teacher involved, tell them the answer, and if you are correct you may skip that activity.

With the many departments involved in this unit on CHANGE, you will not be working on the activities in order. Instead it is your responsibility to keep close tabs on due dates so you complete each activity on time. DO NOT ALLOW YOURSELF TO FALL BEHIND.

The last pages of the packet include a chart describing the due dates for each objective and activity, and the name of the teacher or teachers responsible for that objective or activity.

UNLESS YOU HAVE BEEN SPECIFICALLY ASSIGNED
TO ACTIVITY 100 ON PAGE 3 YOU ARE NOT TO DO IT.
INSTEAD, GO ON TO PAGE 4.

ACTIVITY 100: You are to work on this unit through independent study. This means that you are to write the goals you expect to reach, and the performance objecitves you will use to achieve your goals. The only requirements are to:

1. Have your goals and performance objectives approved by your Interdiscipline Staff advisor.

2. Keep your Interdiscipline Staff advisor informed of your progress.

3. Keep a time chart of your work on the unit.

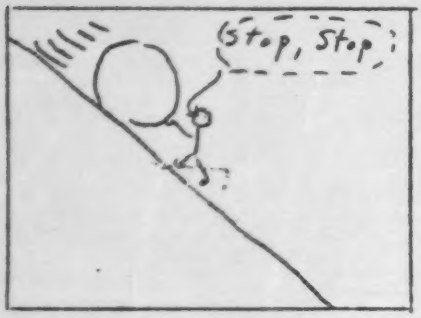
4. Write a hypothesis for the 3 drawings on page 4 of this LAP.

5. Take part in all regularly scheduled small group discussions unless your Interdiscipline Staff advisor tells you different.

6. Pass a unit post test with 90% accuracy or better unless your Interdiscipline Staff advisor makes other arrangements.

Below are 2 drawings that describe 2 of the goals for this unit on CHANGE. Study them, than write a hypothesis for each. Later you may use the column at the far right to write another hypothesis if the first one is wrong. The third goal has been written in. For this one you are to draw a picture in the square that describes the goal.

GOALS



| | | |
|---|---|---|
| | Develop a knowledge and understanding that change frequently follows a difinite pattern and reflects the attitudes and feelings of society. | |

NOW GO ON TO PAGE 5

OBJECTIVE 1

For this objective you are to describe how change takes place by preparing an illustrated script for possible development by A-V Specialty Company, of slides or transparencies and a script (THE LIBRARY HAS SLIDE AND SCRIPT SHEETS) on one of the following 5 Science experiments.

1. Mold growth on bread.
2. Ice and household chemicals.
3. Snail food behavior.
4. Hot and cold bug behavior.
5. Straws and stuff.

Your script is to be written in correct modern English (grammar and complete sentences).

BEFORE ASKING FOR SLIDE OR TRANSPARENCY SHEETS COMPLETE THE 3

ACTIVITIES ON PAGES 5 and 6.

ACTIVITY 1: Listen to and illustrate the large group presentation (Change Is A Fact In Science) on a picto-record provided by the lecturer.

ACTIVITY 2: Set up 1 of the 5 change experiments listed in objective 1 above. This will take 2 mods in the Science Resource Center. Sign the appropriate Mini-Lab Involvement sheet on the bulletin board in the Center.

ACTIVITY 3: At this point you are to keep a scientific log of the Mini-Lab set up, and the changes that occur. Use the chart on the next page.

GO ON TO PAGE 6

MINI-LAB TITLE _____

| Steps in Setting up Experiment<br>2 mods | Observations of Experiment in Writing<br>----- 1 mod each ----- | Illustrate the Activity<br>(A Picture or Chart) |
|---|---|---|
| Date _____ | Date _____ | Date _____ |
| | Date _____ | Date _____ |
| | Date _____ | Date _____ |

OBJECTIVE 2

For your second objective you will demonstrate the results of change by successfully completing 2 of the following tasks (1 from the list 1, 2, 3, 4, and 5, and number 6).

Sources available in Home Economics Room

1. Take part in a comparison taste test involving an old recipe, a modern recipe, and a convinence product. After tasting all 3 foods fill out the evaluation form located in the Home Economics room.

2. Find any old recipe, and a recipe that is its modern counterpart, copy the 2, than describe their similarities and differences.

3. Work with a partner on this one. One of you take the old, one the modern. Either bring a garment (one old and one modern), or bring a doll (one dressed in old fashion clothes and one in modern) for display. Write a brief description of your clothes and be prepared to describe the similarities and differences to the class.

Sources in Shop or Library

4. Work with a partner here. Draw a picture (one of something old and one of its modern counterpart). For example, one drawing could be a log cabin, the other of a modern house. Write a description of your drawings.

Sources available in the Art Lab

5. After listening to a lecture on Social Problems in Connection With Environmental Problems, you are to use objects that can be found in our environment today (cans, brances, leaves, paper, etc.) to make a collage (LOOK UP THE DEFINITION) of

   a. Our envoronment before man pollutted it.

   OR

   b. Our envoronment today.

   You may use magazine pictures to make the idea behind your collage clear.

Soureces in the Library

6. Prepare a chart showing the change that has taken place in any individual or team sport from the earliest days of its existence to the present day.

If you are taking a foreign language, write as much of your report in that language as possible. Also prepare an annotated list of references used for each report.

GO ON TO PAGE 8

## OBJECTIVE 3

In this objective you will gain an understanding of how a change in the arts follows a definite pattern and expresses the feelings, attitudes and desires of a society.

Given a specific period in history, you are to compose a song, write a poem or short story, or draw or paint a picture, that expresses the attitudes of society at that time. Be prepared to tell the class how your expression fits the chosen period.

BEFORE YOU CAN COMPLETE THE OBJECTIVE YOU MUST DO ACTIVITIES 1 AND 2 BELOW

ACTIVITY 1: Take part in a lab class review of the characteristics of Middle Ages and Renaissance music. Be able to verbally describe the attitudes and feelings of society at these times.

ACTIVITY 2 IS NEXT

ACTIVITY 2: Listen to and participate in the singing of songs from the periods listed, and be able to verbally communicate the attitudes and feelings of society during that period.

1. Colonial America.
2. Revolutionary America.
3. Civil War Period.
4. Expanding America.
5. World War I.
6. Roaring '20's and Busted '30's.
7. World War II.
8. Music of the 1960's and 1970's.

GO ON TO NEXT PAGE

OBJECTIVE 4

It is time now to demonstrate your ability to understand how change leads to more change. To show your understanding you will take part in a small group discussion dealing with the question

"How has the invention and development of the automobile influenced American life??"

Include both direct and indirect influences.

After completing the activities, and before you take part in the discussion, write an essay of approximately 200 words on the same question. You may use your essay as a guide during the discussion.

Your essay is to follow the guidelines established by the English department.

GO ON TO ACTIVITY 1 BELOW

DO NOT ATTEMPT TO WRITE YOUR ESSAY UNTIL

YOU HAVE COMPLETED ACTIVITIES 1 - 4 ON PAGES 9 - 13

ACTIVITY 1: In large group you are to view the film slides (and listen to the tape) The Automobile: From Luxury to Necessity.

I HOPE YOU ENJOYED THE SLIDES.

NOW GO ON TO ACTIVITY 2 ON PAGE 10

ACTIVITY 2: Usw any of the sources listed as your reference, than answer the questions listed on the page below.

(References: (Available in the Lenihan Library -- On Reserve)

1. Ships Through The Ages, Douglas Lobkey.
2. Ship, Frank Knight.
3. Historic Ships Afloat, Phyllis Dorset.
4. Oars, Sails and Steam, Edwin Tunis.
5. Automobiles of Yesteryear, Richard Bergere.
6. Early American Automobiles, Floyd Clymer.
7. Wheels, Edwin Tunis.
8. Historic Costume, Lester and Kerr.
9. What People Wore, Douglas Gorslive.
10. Aircraft of World War I, C.B. Colby.
11. History of Flight, American Heritage.
12. If you find a book not listed and you wish to use it, see Mr. Martin or Mr. Robinson.

1. What source did you use? _____

2. Is there a period of time when change was slow? _____
   When? _____

3. Is there a period of time when change was rapid? _____
   When? _____

4. Explain briefly why change was slow and/or rapid at the period of time you selected in question 2 and 3.

_____

_____

_____

_____

_____

_____

5. Describe any patterns you can see in the changes that have taken place in the source of your choice.

_____

_____

_____

_____

_____

GO ON TO ACTIVITY 3 ON PAGE 11

ACTIVITY 3: You have a choice here. Either read pp. 107 - 116 ("The Automobile Revolution") in The Big Change by Frederick Lewis Allen, or listen to the taped reading of The Automobile Revolution. In either case you are to take notes over the reading or tape. Your notes are to be written according to the guidelines established by the English department. Use the remainder of this page for your notes.

The Automobile Revolution (Reading _____
Tape _____)

S.S. Content _____
Note Taking _____

IF YOU NEED MORE ROOM USE THE BACK OF THIS PAGE

GO ON TO PAGE 12

ACTIVITY 4: I hope you have been using your library skills as you should have because this activity requires you to demonstrate your skill in that area.

Use your own initiative to locate at least 6 sources in the library that will give you good information about the automobile and its influence on our life. At least 2 sources must come from the card catalog, 2 from the Reader's Guide To Periodic Literature, 1 encyclopedia, and 1 other source in the library. Write brief notes from all 6 sources. Be sure you use proper Modern English.

Automobile Information

Library Skills _____

S.S. Content _____

Note Taking _____

Card Catalog:

1. _____

_____

_____

_____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

_____

_____

_____

CONTINUED ON THE NEXT PAGE

Reader's Guide To Periodic Literature:

1. _____

_____

_____

_____

_____

2. _____

_____

_____

_____

_____

Encyclopedia:

1. _____

_____

_____

_____

_____

Other Source:

1. _____

_____

_____

_____

_____

_____

NOW WRITE YOUR ESSAY AS CALLED FOR IN OBJECTIVE 4

GO ON TO THE NEXT PAGE

OBJECTIVE 5

Successful completion of this objective will make you aware of whether change can take place at an uneven pace, and side by side.

With prepared notes, in small group you are to discuss the following questions:

1. Is it possible to have very slow and very rapid change taking place almost side by side? Explain.

2. What has been the greatest change agent in history? Explain.

3. Is rapid change good or bad? Explain.

4. If you could change any one thing you wanted, what would you choose? Explain.

Your notes are to be turned in upon completion of the discussion.

BEFORE YOU BEGIN TO PREPARE NOTES FOR SMALL GROUP

DISCUSSION DO ACTIVITIES ON PAGES 14 - 17

ACTIVITY 1: In large group you are to listen to the lecture, The End of Trench Warfare. As soon after the lecture as possible, write the major point or points that the speaker was trying to put across.

GO ON TO THE NEXT ACTIVITY ON PAGE 15

ACTIVITY 2: During your class you will pair off with a classmate and in one minute you are to discover as many ways as you can how new words came into our language. After you and your partner have each had your one minute say, you will change partners (8 or 10 times during the period) and repeat the exercise. After approximately 20 minutes of this activity you are to then work independently preparing a chart of word entry into our language.

With your chart as your reference, you are to take part in a 20 minute small group discussion giving your opinion as to the importance of these word contributions. Upon completion of the discussion you are to fill out the self-evaluation form below, than arrange an individual conference with me to discuss your self-evaluation. Bring your chart to our conference.

----------SELF-EVALUATION----------

If 1 equals the best you could do and 6 represents the poorest, circle the number that best represents your performance.

| | | |
|---|---|---|
| 1. | Quality of contribution during the one-on-one phase. | 1 2 3 4 5 6 |
| 2. | Quality of chart (content) prepared for the discussion. | 1 2 3 4 5 6 |
| 3. | Neatness of chart prepared for the discussion. | 1 2 3 4 5 6 |
| 4. | Quantity of contribution during small group discussion. | 1 2 3 4 5 6 |
| 5. | Quality of contribution during small group discussion. (Good points, challenging points, clarification.) | 1 2 3 4 5 6 |
| 6. | Small group manners. (Attentive listener, no interruptions, respect for the opinions of others.) | 1 2 3 4 5 6 |

One-on-one grade _____

Chart grade _____

Discussion grade _____

Overall grade _____

GO ON TO PAGE 16

ACTIVITY 3: Read the paper, Background To American History, or listen to the tape by the same title, then answer the questions below.

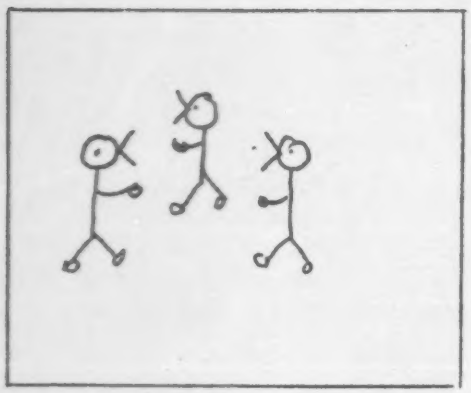
1. Why was there little change during the Middle Ages?

2. Explain why change in Europe began by 1500?

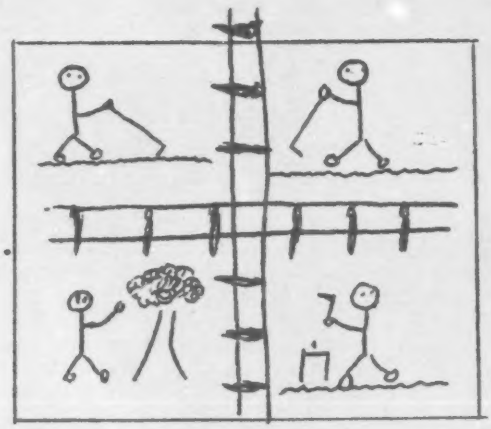
3. Prepare a chart below describing as many similarities as you can between the changes discovered in activities 1, 2 and 3 on pages 14, 15 and 16.

GO ON TO PAGE 17

ACTIVITY 4: Study the 2 drawings below, than answer the questions that follow.



Picture A



Picture B

1. Which picture do you think will have the most rapid change? _____
   Why?

_____

_____

_____

_____

_____

_____

_____

_____

2. As far as change is concerned, which picture best represents the United States? _____ Western Europe? _____
   A modern African city? _____ A native village in the Amazon jungle? _____

GO ON TO THE NEXT PAGE

OBJECTIVE 6

This objective gives you the opportunity to put together what you have learned in other objectives and activities in this unit on CHANGE.

With a prepared outline you are to take part in a small group discussion dealing with the question:

> "Do you think our body build and body type has changed to fit our environment? If so, how and why have these changes taken place?"

Consider height, weight, body hair, sight, hearing, smell, food consumption, the use of clothing, types of shelter, transportation and communication.

Your outline should follow the guidelines established by the English department and is to be turned in upon completion of the discussion.

DO NOT WORK ON YOUR OUTLINE

UNTIL YOU HAVE COMPLETED

ACTIVITIES 1 - 3 ON PAGES 18 - 20

ACTIVITY 1: Review all activities within this LAP and make use of whatever you find appropriate.

GO ON TO ACTIVITY ON THE NEXT PAGE

ACTIVITY 2: Use your library skills and find your own references for this activity. On the chart below compare the changes that have taken place between pre-historic and modern man. List your annotated sources on the 8 lines here.

| | Pre-Historic Man | Modern Man |
|---|---|---|
| Height | | |
| Weight | | |
| Body Hair | | |
| Sight | | |
| Hearing | | |
| Smell | | |
| Food Consumption | | |
| Clothing | | |
| Shelter | | |
| Transportation | | |
| Communication | | |
| Comments: | | |

GO ON TO PAGE 20

ACTIVITY 3: Using your chart from activity 2 on page 19 as your source, write a hypothesis for each of the following. After completing the exercise check your hypothesis against the key in the Health Lab.

1. Why man's height has increased.

2. Why man's body hair has lessened.

3. Why man's senses have lessened.

4. Why man's food consumption has changed.

5. Why man's clothing and shelter have changed.

6. Why transportation and communication needs have changed.

THAT'S ALL THERE IS

DUE DATE AND APPROVAL CHART

| OBJ. # | ACTIVITY | DEPT. | TO BE APPROVED BY | DUE DATE | GRADE | APP. BY |
|---|---|---|---|---|---|---|
| | Goal #1 | Soc. St. | Martin or Robinson | | | |
| | Goal #2 | Soc. St. | | | | |
| | Goal #3 | Soc. St. | | | | |
| 1 | Act. 1 Picto-record | Science | Fagle | | | |
| | Act. 2 Experiment set | Science | Fagle | | | |
| | Act. 3 Scientific log | Science | Fagle | | | |
| | OBJ. Illustrations & script | Science<br>English | Fagle<br>Neff | | | |
| 2 | Taste test comparison | Home Ec.<br>Spanish | Zeiner<br>Grinnell | | | |
| | Recipe comparison | Home Ec.<br>Spanish | Zeiner<br>Grinnell | | | |
| | Garment comparison | Home Ec.<br>Spanish | Zeiner<br>Grinnell | | | |
| | Drawing comparison | Shop<br>Spanish | Tech<br>Grinnell | | | |
| | Collage | Art<br>Spanish | Hall<br>Grinnell | | | |
| | Sport change | Phys. Ed.<br>Spanish<br>Library | Van Hauen<br>Grinnell<br>Bair | | | |

| OBJ. # | ACTIVITY | DEPT. | TO BE APPROVED BY | DUE DATE | GRADE | APP. BY |
|---|---|---|---|---|---|---|
| 3 | Act. 1<br>Review Middle Ages | Humanities | Watkins | | | |
| | Act. 2<br>Songs | Humanities | Watkins | | | |
| | OBJ. Song | Humanities | Watkins | | | |
| | OBJ. Poem | Humanities | Watkins | | | |
| | | English | Neff | | | |
| | OBJ. Paint | Humanities | Watkins | | | |
| | | Art | Hall | | | |
| 4 | Act. 1<br>Auto filmslides | Soc. St. | M. or R. | | | |
| | | Humanities | Watkins | | | |
| | Act. 2<br>Picture books | Soc. St. | M. or R. | | | |
| | Act. 3<br>Auto. revolution | Soc. St. | M. or R. | | | |
| | | English | Neff | | | |
| | Act. 4<br>Auto. information | Soc. St. | M. or R. | | | |
| | | English | Neff | | | |
| | | Library | Bair | | | |
| | Essay — Content | English | Neff | | | |
| | Essay — Manuscript | | | | | |
| | OBJ. Discussion Teacher Eval. | Soc. St. | Martin or Robinson | | | |
| | OBJ. Discussion Self Eval. | | | | | |
| | OBJ. Discussion Overall | | | | | |

| OBJ. # | ACTIVITY | DEPT. | TO BE APPROVED BY | DUE DATE | GRADE | APP. BY |
|---|---|---|---|---|---|---|
| | Act. 1<br>Trench warfare | Soc. St.<br>English | M. or R.<br>Neff | | | |
| | Act. 2 Word Entry — One-on-one<br>Chart<br>Discussion<br>Overall | English | Neff | | | |
| | Act. 3<br>Bkgd. to Am. History | Soc. St. | M. or R. | | | |
| | Act. 4<br>Picture change | Soc. St. | M. or R. | | | |
| 5 | | English | Neff | | | |
| | OBJ. — Discussion notes | Soc. St. | M. or R. | | | |
| | OBJ. — Discussion | English | Neff | | | |
| | OBJ. — (Teacher Evaluation) | Soc. St. | M. or R. | | | |
| | OBJ. — Discussion | English | Neff | | | |
| | OBJ. — (Self Eval.) | Soc. St. | M. or R. | | | |
| | OBJ. — Discussion | English | Neff | | | |
| | OBJ. — (Overall) | Soc. St. | M. or R. | | | |
| | Act. 1<br>Review | Health | Wachal | | | |
| | Act. 2<br>Chart | Health<br>Library | Wachal<br>Bair | | | |
| | Act. 3<br>Hypothesis comparison | Health | Wachal | | | |
| 6 | Outline | English | Neff | | | |
| | OBJ. — Discussion | Health | Wachal | | | |
| | OBJ. — (Teacher Eval.) | Soc. St. | M. or R. | | | |
| | OBJ. — Discussion | Health | Wachal | | | |
| | OBJ. — (Self Eval.) | Soc. St. | M. or R. | | | |
| | OBJ. — Discussion | Health | Wachal | | | |
| | OBJ. — (Overall) | Soc. St. | M. or R. | | | |